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SOC CD 325 — Spring 2010 LAW AND SOCIETY

Law and society, often known as sociolegal studies, explores the formation of the law and the operation of legal systems, as well as how the law inhibits or promotes economic, political, and social change. Emphasis in the course is placed on how social science helps observers better understand the relationship between law and society. The field is interdisciplinary, incorporating anthropology, economics, history, and political science. This semester, the instructor relies primarily on sociology the law, which examines the intersection of law with other social institutions, such as the criminal justice system and property relations. The goal of the course is to elucidate the role of law in sustaining and transforming the social order and the effects this has on individuals and groups. There are two objectives for achieving the course goal: (1) identify on two examinations and quizzes arguments, facts, and theories covered in course material; (2) demonstrate critical thinking and writing skills by producing an original research paper in an assigned domain.

READINGS

All items are in the bookstore or online. Latest editions preferable.

- Barkin, Steven E. 2008. *Law and Society*. Prentice Hall.
- Delgado, Richard and Jean Stefancic. 2001. *Critical Race Theory: An Introduction*. NYU Press.
- Kelman, Mark. 1990. *A Guide to Critical Legal Studies*. Harvard University Press.
- Reiman, Jeffrey. 2009. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*, 9th edition. Prentice Hall.
- Articles, essays, book chapters online (see the section on technology and schedule below).

COURSE COMPONENTS

Examinations (75 points)

Exams cover all course material. Students take exams in class without benefit of notes or texts. Required: a number two pencil and student ID. Students must place notebooks, book bags, and other items under the desk or behind or under their chair while exams are in progress. Students may not wear hats or sunglasses during exam. Cell phones and other electronic devices must be turned off (unless there is a legitimate accommodation to be made). Students should shield their answers from other students. If space permits, there should be a chair's distance between test takers. I may use different versions of the exams for security purposes. Cheating on any exam will result in a zero for that exam and referral to the Dean of Students. Please leave quietly after finishing. I do not return exams to students. I post scores on the D2L page associated with the course. The mid-term exam is worth 25 points. The comprehensive final exam is worth 50 points.

I have identified the date for the mid-term exam in the schedule; however, due to the emergent pace of lecture that date is subject to change. The university determines the final exam schedule. See the schedule below or consult the official university schedule for that date. Students may not reschedule a missed exam except in the case of a legitimate and verifiable emergency, such as a car accident or sudden serious illness. A compelling and verifiable reason must accompany any request for rescheduling an exam prior to its scheduled administration. I will use my discretion in judging the case. Any request to take the exam under different circumstances on the grounds of disability, while perfectly acceptable, must be officially recognized and arranged well before exam time, preferably at the beginning of the semester.

Research Paper (50 points)

Select a sociolegal theory and a social issue on which the law bears. Examples include Supreme Court decisions concerning corporate personhood, California state courts decisions concerning same-sex marriage, the formation of law in state or federal legislatures, and executive branch lawmaking (executive orders). These examples do not exhaust the possibilities. Indeed, as the law and its enforcement touches on almost every aspect of our lives, examples are plentiful. The paper may be comparative, such as comparing legal systems of different cultures or from different historical periods, or it may comprise of a case study, for example the history of laws regulating reproduction. Students are strongly encouraged to explore power embedded in social arrangements (age, class, race, gender) as a determinant in the law and its enforcement. The paper must be built from a synthesis of at least eight scholarly articles and/or books (there is no upper limit) that clarify and test components of the theory. The analysis should include an examination of the assumptions, conceptualizations, and logic at the core of the theory. Students are not to use any book assigned in this class as one of the sources; the work is to go beyond the text to produce an original paper. The task is to analyze and evaluate the elements and structure of the theory, as well as how others have used, advanced, and criticized the theory.

The paper shall be between 1000-1500 words (4-6 pages, 12-point Times New Roman). It must have original title and a clear thesis. This is a social science class at a secular institution, so arguments must conform to the rules of logic and enjoy empirical support, written in standard social scientific language. The word count does not include title page, abstract, or works cited page. Academic scholarship means articles from peer-reviewed journals and monographs and edited collections published by university presses. These sources must be relevant to the topic and theme. Outside textbooks, however, are disallowed. Do not use the Internet for authoritative sources; this includes Wikipedia, other course web pages, on-line encyclopedia, and similar resources. And, of course, essay and paper mills are disallowed. This assignment is not a book review, review essay, or a summary of course material.

Except for quotations (used sparingly), the analysis must be in the students' words and mainly the product of original thought. You must accurately cite all sources used in your paper. Plagiarism in any amount or degree will result in a zero for the assignment and the perpetrator will not be allowed to repeat the assignment (since the deadline will have passed). Ignorance is no excuse for plagiarism; plagiarism does not depend on what one intends, but what one does. Students who unknowingly plagiarize suffer the same fate as those who do it knowingly. For information on what constitutes plagiarism, please consult <http://www.plagiarism.org/>. Study the information contained therein, including associated URLs. Papers purchased from essay mills, previously used in this class, used in other classes, or written by others are reported to the Dean of Students.

As college-level work involves a great deal of writing, students should buy, if they have not already, a dictionary, thesaurus, handbook of grammar and punctuation. I take writing seriously and evaluate all aspects of written work, including grammar and spelling. Please use the Writing Center (Cofrin Library room 109) to address any writing problems. Students are to only use the author/date system of the *Chicago Manual of Style* and follow the guide for writing science papers for my courses found on the web page. Do not use the *Chicago Manual of Style's* documentary note system (for the humanities). Additionally, you are to read and follow the on-line guide: [http://www.uwgb.edu/austina/courses/guide to writing/Guide to Writing.htm](http://www.uwgb.edu/austina/courses/guide%20to%20writing/Guide%20to%20Writing.htm).

The analysis is due on Tuesday, April 27 by 4:30 pm, no exceptions. Students have all semester to write the paper, so there are no valid excuses for not having it completed by the due date. The due date is only the last moment students can turn in the assignment; the drop box for the paper opens two weeks after the start of classes. Upload the paper to the course D2L site in Microsoft Word format for credit. Students who submit papers in any other format receive zeros and are not allowed to resubmit their work. If you do not know what Microsoft Word format is, then call the Help Desk (CIT) at 465-2309. Submit another electronic copy in Microsoft Word format to my university e-mail account: austina@uwgb.edu. It is wise to forward the paper to my e-mail first before uploading to

D2L, especially if you wait until late in the process. I do not accept technological failure as an excuse. Do not follow up submissions to the drop box and e-mail with addenda – papers must be complete by the deadline. I do not require a paper copy of the analysis. However I do require students provide photocopies of the first pages of required number of sources, either the front page of the journal article with the title, abstract, and opening paragraph, or the title page of the book. If these photocopies are not provided before the deadline, the paper receives no credit. Bring the copies to class and give them to me at the end of the class period or leave them in the plastic pocket by my office door, stapled together with full name and class title on each page in legible handwriting. The photocopies may also be submitted as PDF files with the paper upload. I post grades on D2L when I have finished grading all papers. I do not return essays, but make comments in D2L.

On-line Quizzes (25 points)

I have designed a series of on-line quizzes to help facilitate the reading portion of the course. Most every week opens with a quiz, which will be available for almost three days, opening at 8:30 the morning of the first day and closing at 4:30 the afternoon of the third day. Some weeks, two quizzes may appear, with the second quiz becoming available mid-week. The quizzes are taken on D2L. Each quiz, comprised of five questions, in multiple-choice and true/false format, is timed for 10 minutes and is worth 5 points each. The best strategy for taking the quiz is to read the material and then take the quiz. Taking the quiz while going through the material is not recommended; the readings are difficult and quizzes timed. There will be 9-12 quizzes depending on our progress in the course. Students do not have to take all the quizzes and missed quizzes cannot be made up for any reason. The five highest scoring quizzes will be selected from the quizzes you take. An announcement in class, D2L, or through the course e-mail will clarify what reading(s) the quiz(zes) cover(s) each week. Regular e-mails will review items from quizzes after quizzes have closed.

Grading Scale:

90% A (135 points)	70% C (105)
87% AB (130.5)	67% CD (100.5)
80% B (120)	60% D (90)
77% BC (115.5)	↓ 60% is failing

OFFICE LOCATION AND HOURS

My office is located on the third floor of Mary Ann Cofrin (MAC) Hall, room 326A. I am willing to meet with students to clarify assignments, lectures and readings, study guides, and missed exam questions. You will find my office hours listed at the top of this syllabus. I am available by appointment, but because of my schedule, I ask that students try to meet with me during my office hours. I have been able to resolve most matters through e-mail (see below).

TECHNOLOGY

Course E-mail

Associated with this course is e-mail that provides instructor and students access to all students in the class. The address is listed at the top of the syllabus. Students must have valid UWGB accounts to receive mail from the course e-mail. The course e-mail is a requirement and the university signs up enrolled student for it automatically. I use this service to alert students to updates to the course page, events on campus of interest, and emergencies, address questions about course material or other pertinent inquiries, conduct discussions concerning relevant subject matter, review study guides and quizzes, debrief exam performance, and post news stories relevant to topics covered in the class. There are two basic rules to using the course e-mail: (1) e-mail contributions shall be thoughtful and written in a civil tone; (2) course e-mail is not for student grievances; professor e-mail and office hours are the proper places for student grievances. All students are responsible for information I sent to course or personal e-mail whether they check their campus e-mails or not.

Professor E-mail

My e-mail is listed at the top of this syllabus. E-mail allows students to ask questions or voice concerns 24 hours a day, seven days a week. I find that most issues are resolved through e-mail, saving everybody considerable time. Please note that if I answer e-mails after business hours (4:30 pm) or on weekends, it is because I choose to do so, not because I am required to do so. If you do not hear from me within 24 normal working hours, please resend the e-mail. I get a lot of e-mail over the course of a day and I don't want to miss any. Again, students are responsible for information I sent to course or personal e-mail whether or not they check their campus e-mail or not.

Web Page

You will find the address to my web page listed at the top of the syllabus. Pages associated with my web site contain syllabi, instructions for constructing essays, links to our library and other web pages, study guides, and on-line readings. You will also find links to other courses I teach, as well as a link to the Social Change and Development web page.

REASONABLE ACCOMMODATIONS AND RULES OF CONDUCT

Reasonable Accommodations Statement

As required by federal law and UW-Green Bay policy for Individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841 or 465-2849. I can make reasonable accommodations unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Integrity

A diploma from an institution of higher learning signals to others that the holder of the degree has obtained the privilege through hard work and honest effort. By honest effort it is understood that examinations are performed without the unauthorized assistance of others or the use of material disallowed by the teacher; that essays, term papers, and research projects are unique compositions by the student wherein great care has been taken to properly attribute all derived thought to its original authors; that any requests for special assistance or consideration in completing course work rest on legitimate grounds and are based on truthful claims (UWS 14.03[2]). I treat acts of academic dishonesty as a serious matter and in accord with this institution's rules and procedures.

Classroom Behavior

Behavior that disrupts the learning environment of my classroom will not be tolerated. Examples of disruptive behavior include but are not exhausted by talking with others when the instructor is speaking to the class or students are involved in discussion (this includes passing notes), inappropriate or off-topic monopolization of discussions to the exclusion of other students, irrelevant questions and comments, distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class.

Some specific rules Remaining enrolled in the class means you have accepted the terms of the syllabus. Terms contained herein are standard practice and nonnegotiable. List is non-exhaustive.

- Students must turn off cell phones at the beginning of class. This includes vibration and visual settings. Students may not text message in my class.
- No laptops or other electronic devices in operation during class.
- No listening to anything through headphones, headsets, ear buds, etc., during class time.
- No reading material (newspapers, etc.) other than assigned course material during class time.
- I prefer students not eat in class, but if you must, select quiet foods and packaging and sit in the back when eating.

Classroom Discussion

This is a lecture course. To foster intellectual development, discussion in the classroom will abide by the following rules: (1) I address questions seeking clarification during the course of the lecture; (2) I address questions or comments appropriate to discussion of the material covered in class in time allotted either before lecture begins or after lecture is completed. Please reserve questions appropriate to discussion until those times I call for questions and comments on the material.

On the Use of Audio and Video Recorders in the Classroom

The Board of Regents has determined that a teacher, for reasons concerning pedagogical practice and academic freedom, may forbid use of tape recorders in the classroom. *The professor of this course expressly forbids students to make audio and video recordings in the classroom.* Exception: "Regent Resolution 1556 provides that prohibitions of tape recorders in classrooms may not be imposed upon qualified students with disabilities who must utilize tape recorders because of the nature of their disability to effectively participate in a class provided such students have signed agreements that they will not release the tape recording or transcription to others."

On Bringing Guests and Minors to Class

I do not have a blanket objection to students bringing guests into the classroom. However, I do require students to notify me and obtain permission 24 hours prior to bringing guests to the classroom and I ask that the guests be aware of the rules of my classroom. Moreover, I cannot take questions or comments from guests during class time as class time is for students. As a parent of two children, I know how conflicting schedules sometimes means that children will accompany parents. For parents who bring their children to class, please be aware that I often present material that you may consider unsuitable for children. Graphic pictures and discussion of such subjects as genocide, lynching, slavery, torture, unethical medical experiments, and war typically disturb children. Indeed, it may traumatize them. Because of time pressures, I cannot alter my presentation to accommodate children. I cannot be responsible for what children see and hear in my classroom. If a situation arises wherein children must be with parents, I advise parents to sit in the back of the class by the door and remove the children when the material becomes objectionable.

TENTATIVE SCHEDULE

Week 1 Jan 26-28	The Social Character and Significance of Law Barkan, Ch 1
Week 2 Feb 2-4	The Basics of Law and Society Barkan, Ch 2
Week 3 Feb 9-11	Species of Law Barkan, Ch 3
Week 4 Feb 16-18	Law and Dispute Resolution Barkan, Ch 4
Week 5 Feb 23-25	Law and Social Control Barkan, Ch 5; Reiman, first half of book
Week 6 Mar 2-4	Law and Social Control Reiman, second half of book
Week 7 Mar 9-11	Overflow Midterm Exam
Week 8 Mar 16-18	Spring Break
Week 9 Mar 23-25	Law and Social Change Barkan, Ch 6
Week 10 Mar 30-Apr 1	The Organization of Legal Institutions Barkan, Ch 8
Week 11 Apr 6-8	Courts and Juries and the Legal Profession Barkan, Ch 9; Kelman, first half of book
Week 12 Apr 13-15	Law and Inequality Barkan, Ch 7 ;Kelman, second half of book
Week 13 Apr 20-22	Law and Inequality Delgado and Stefancic, first half of book
Week 14 Apr 27-29	Law and Inequality Delgado and Stefancic, second half of book
Week 15 May 4-6	Overflow
FINAL EXAM	Thursday, May 13, 1:00-3:00 p.m.