Law and Society
Interdisciplinary 300H-01
Fall 2015
3 Credits

GENERAL EDUCATION COMPETENCY AREA: Interdisciplinary Capstone - Integrative Seminar in Ethics and Values

Instructor: Tim Lynch
Office: Spalding Hall, Room 309
Office hours: Monday 1:00pm-2:00pm; Tuesday 11:00am-12:00pm; Thursday 12:00pm-1:00pm; meetings can also be arranged by appointment
Email: trlynch@lcsc.edu
Phone: (208) 792-2615
Classroom: Thomas Jefferson Hall, Room 17
Meeting times: Monday & Wednesday 10:30am-11:45am

“I’m breakin’ rocks in the hot sun, I fought the law and the law won” -Sonny Curtis

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Read and evaluate concepts and perspectives from multiple disciplines related to ethics and values.
2. Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.
3. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
4. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

Course Introduction:
Law and society is a diverse field of study that draws on insights from many disciplines. In this spirit, this course is designed to explore a number of topics from a variety of perspectives. The course is structured into three sections:

Section 1: Law as a Social Construct
Law denotes authority and legitimacy. However, law is a social construct that is informed by the values, traditions, history, and conditions of a society. Once established, laws become part of the history and traditions of societies, which influence values and future conditions within those societies. Thus, laws are a product of society and society is a product of laws. The relationship between the character of law (codified v. norm-based, status-based v. contractual, etc.), its application in society, and reflection in popular culture are explored in the first section of the course.

Section 2: The Myth of the U.S. Supreme Court
The power of the U.S. Supreme Court to create social change has been mythologized. The belief in the power of the Court results from the authority assigned to law and the Court’s unique
position in the constitutional system. While this belief may serve to legitimize the law, a gap exists between the believed and actual abilities of the Court. The development of the myth of the Supreme Court and the consequences of the gap between myth and reality are explored in the second section of the course.

Section 3: Law, Society, and You
Since law affects us all in some fashion, you will reflect on how the themes addressed by law and society scholars affect your life. This will be accomplished through self-reflection and investigation of how law, broadly defined, influences your day-to-day life, is reflected in your field of study, and will impact your future career.

Course Objectives:
By the end of this course you will be able to:
- Identify types of law.
- Describe how law influences society and society influences law.
- Analyze theories that offer a framework for understanding what is observed empirically.
- Critically evaluate empirical claims offered as evidence to support arguments.
- Effectively articulate critiques by proposing alternative arguments.
- Relate law and society concepts to your life, major, and career.

Text and readings:
Required:


Make sure to get the second edition of the Rosenberg book. The second edition includes significant additions that make the first edition inappropriate for this course.

Additional readings will be made available through the Blackboard course page.

The books are available at the college bookstore and a number of online retailers. As you will see in the course schedule, we will be reading the Calavita book first, so make sure to get this book as soon as possible.

Blackboard:
While this is not an online class, we will make use of Blackboard for several purposes including the distribution of grades. Additionally, the syllabus, additional readings, and all assignments will be posted to the Blackboard course page. Finally, a number of assignments must be submitted through the Blackboard site.

Grades:
Grades for this class are based on writing assignments (5), presentations (2), quizzes (7), and class participation (30).
Writing Assignments (65% of overall grade):

Reflection Paper 1 – Reflections on General Education (5% of overall grade):
Submitted as a .pdf through Blackboard by 5:00pm September 2, 2015
Learning requires introspection. In this 2-3 page (500-750 word) reflection you will consider the general education you have received throughout your academic career and discuss the relationship between the knowledge and skills developed in general education and your life and (future) career. Further, you will discuss your goals for this class and how you see this course fitting into your educational and career goals. Finally, in a separate section, you must identify the topic you will analyze for your law in popular culture assignment and presentation. Details on this assignment will be available in the Reflections on General Education Assignment on Blackboard.

Law in Popular Culture Paper (15% of overall grade):
Submitted as a .pdf through Blackboard by 9:00am October 12, 2015
This assignment requires you to find an expression of law in popular culture (literature, movies, music, television, etc.) and write a 3-4-page analysis (750-1000 words) of how it reflects the relationship between law and society. Note: Chapter 3 of the Calavita book will be useful in picking and analyzing your topic. Details on this assignment will be available in the Law in Popular Culture Assignment on Blackboard.

Critical Book Review (20% of overall grade):
Submitted as a .pdf through Blackboard by 5:00pm November 18, 2015
This assignment requires you to read the Rosenberg book and write a 5-6-page (1250-1500 word) review. This is NOT a book report. You will briefly summarize the work and offer a substantial critique of both the theoretical framework and evidence offered by the author. Finally, you will offer a recommendation on whether others should read the book and if it should be used in future versions of this course. Note: In addition to the Rosenberg book the readings for 9/23, 9/28, 11/9, and 11/11 will be very helpful in writing your review. Details on the assignment will be available in the Critical Book Review Assignment on Blackboard.

Research Report (20% of overall grade):
Submitted as a .pdf through Blackboard by 9:00am December 7, 2015
This assignment requires you to write a 5-6-page (1250-1500 word) report on an aspect of your field of study/future career and assess it in light of the themes developed by law and society scholars. Since majors will vary widely, many topics are possible. However, all reports require gathering information from scholarly and non-scholarly sources from your major/field, relating law and society themes, and considering how this perspective affects your approach to your profession. The research report will unfold in several steps, beginning with the library instruction session on 9/14. Following the instruction session, you will hand in a proposed research topic in class on 9/28. Once your topic is approved, there will be several opportunities to collaborate with your classmates as you identify concepts/sources for your project, synthesize ideas, and begin the writing process. Details on the assignment will be available in the Research Report Assignment on Blackboard.
Reflection Paper 2 – Reflections on Law & Society and General Education (5% of overall grade)  
Submitted as a .pdf through Blackboard by 5:00pm December 14, 2015  
Since this will likely be your last general education course, you will consider how your general education experience prepared you for this course, your life, and your career. Additionally, you will discuss where you see law and society concepts in your day-to-day life and how being conscious of these concepts affects your thinking and behavior. As with the previous reflection paper, this assignment requires you to write 2-3 pages (500-750 words). Details on this assignment will be available in the Reflections on Law & Society and General Education Assignment on Blackboard.

I am willing to review outlines/rough drafts of the law in popular culture paper, book review, and research report. However, these must be submitted well in advance of the due date to allow time for comments and revisions. Drafts for the law in popular culture paper can be submitted no later than 9/28, in class. Drafts for the book review can be submitted no later than 11/4, in class. Drafts for the research report can be submitted no later than 11/18, in class. All drafts must be submitted as hard copies.

All writing assignments must be typewritten in 12-point Times New Roman font. Writing assignments must be double-spaced and feature standard margins (1” top and bottom; 1” left and right). Each paper will be graded out of 100 points. A 10-point penalty will be immediately assessed on any paper submitted after the due date/time; another 10 points will be deducted for each additional day the assignment is late. All assignments must be submitted through Blackboard as .pdfs; if the file you submit cannot be read you will incur the late penalty.

Presentations (15% of overall grade):  
Law in Popular Culture Presentation (5% of overall grade):  
Presentation made in class October 12, 2015 or October 14, 2015  
(Presentation order will be randomly determined)  
You are required to make a 4-minute presentation based on your law in popular culture paper. Presentations will be followed by two minutes of questions and answers from your classmates. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, answers in the Q&A following your presentation, and participation in the Q&A following your classmates’ presentations. Details for this presentation can be found in the Law in Popular Culture Assignment on Blackboard.

Research Report Presentation (10% of overall grade):  
Presentation made in class December 7, 2015, December 9, 2015 or December 14, 2015  
(Presentation order will be randomly determined)  
All students are required to make an 8-minute presentation based on their research report. Presentations will be followed by two minutes of questions and answers from your classmates. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, answers in the Q&A following your presentation, and participation in the Q&A following your classmates’ presentations. Details for this presentation can be found in the Research Report Assignment on Blackboard.
Students who miss presentations will not be allowed to make them up without proper documentation. Make-up presentations need to be completed as soon as a student is able to return to class (not the end of the semester).

**Quizzes (10% of overall grade):**
Seven quizzes will be conducted throughout the semester. Quizzes will take place in class and will not be announced in advance. Most quizzes will take place at the beginning of class, but some may occur at other points during the class meeting. The format for quizzes will vary and may include multiple choice, short answer, and brief essay questions, in any combination. Quizzes will be on both the material covered in class notes and the assigned readings. You will have 10 minutes to complete each quiz. **Quizzes are open book and open note (not open phone, tablet, or laptop), but must completed individually.** Students who read, take careful notes while reading, and take careful notes in class are best positioned to take advantage of the open-book, open-note format.

The scores for your lowest two quizzes will be dropped from your overall grade.

Students who miss quizzes will not be allowed to make them up without proper documentation. Make-up quizzes need to be completed as soon as a student is able to return to class (not the end of the semester).

**Class Participation:**
This is a discussion-based, upper-level offering. Thus, you should come to every class fully prepared to discuss the concepts addressed in the assigned readings. You should attend all class meetings. Attendance will be taken at all class meetings. Attending class will not guarantee full credit for participation. To earn full credit for participation you must actively contribute to the class discussion.

**Academic Misconduct:**
Any student who cheats on a quiz or exam, plagiarizes, or commits any other act of academic dishonesty will receive an F for the course and will be referred to the appropriate college authorities. If you have questions on the proper use of resources or sources ask before proceeding to ensure that you do not run afoul of guidelines.

**Overall Grade:**
The course will be graded on the following 100-point scale:

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<td>A</td>
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<td>F</td>
<td>59-below</td>
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Correspondence and Courtesy

Correspondence:
You should only contact me at: trlynch@lcsc.edu or call my office: (208) 792-2615. Email is the preferred method of contact. (College policy requires that all email communication take place through your LCMail account.) You can expect a response to emails within 24 hours for emails sent during the work week and 48 hours for emails sent between Friday at 4:00pm and Monday at 9:00am. Similarly, phone calls will be returned within 24 hours during the week and all calls made after 4:00pm Friday will be returned the following Monday.

I prefer to be called Tim. I have a Ph.D., but see no need for titles. While I don’t mind you calling me by my first name, I do insist that all emails be addressed “Dear Tim,…” and follow all spelling/grammar conventions. If I can’t tell why you are contacting me, I may ask you to write again. Carefully consider all emails/calls before you make them. The more specific you are with your questions, the quicker they can be addressed.

Decorum:
Every student and the instructor deserve to be treated with respect at all times. Conflict is inherent when dealing with sensitive issues and I expect students to disagree on some (perhaps many) topics. However, disagreements need not lead to incivility. This is particularly important in class discussions. Personal attacks will not be tolerated and will result in lower participation grades.

Respect also means paying attention when others (me, guests, or your classmates) are speaking. This means students should not be using phones, tablets, or laptops for anything other than class related purposes during class meetings. As an incentive to stay focused, every member of the class who attends at least 85% of the time will receive three bonus points on their overall grade if there are no incidents involving improper use of technology during the course. However, for every incident that occurs a half point will be deducted from the entire class. Thus, it is up to you to work with your classmates to ensure that everyone gets the full three points.

If you wish to record this class please contact me. Photographs are strictly prohibited.

Accommodation and Support:

Accommodation:
If you need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible so the proper arrangements can be made with Disability Services. Official documentation is necessary to provide accommodations. If you have any questions about the requirements or procedures for accessibility accommodations please visit: http://www.lcsc.edu/disability-services/ or contact Disability Services at (208) 792-2211.

Academic & Student Support Services:
Information on academic and student support services can be found here: http://www.lcsc.edu/trio/ or by contacting TRiO Student Support Services at (208) 792-2300.
Course Schedule:
All readings should be completed **PRIOR TO** the class meeting for which they are listed.

Week 1:
8/24: No readings.
8/26: Read: Calavita - Chapter 1 (1-9)

Week 2:
8/31: Read: Calavita - Chapter 2 (10-29); Thoreau “Civil Disobedience” (Blackboard – Make sure to read all three sections)
9/2: Read: Calavita - Chapter 3 (30-50) (Calavita Chapter 4 (51-73) suggested reading)
*Writing Assignment - Reflection Paper 1 – Reflections on General Education - Submitted through Blackboard by 5:00pm (Make sure to include your law in popular culture topic)*

Week 3:
9/7: Labor Day. No Meeting.
9/9: Read: Calavita - Chapter 5 (74-93)

Week 4:
9/14: No assigned reading.
*Class will meet in the Library*
*Guest Instruction: Barbara Barnes, Instruction Librarian*
9/16: Read: Calavita - Chapter 6 (94-115)

Week 5:
9/21: Read: Calavita - Chapter 7 & 8 (116-154)
9/23: Dahl 1957 (Blackboard)

Week 6:
9/28: *Federalist* 78 (Blackboard); U.S. Constitution – focus on the articles rather than the amendments (Blackboard)
*Research Report Topic – Submitted in class*
9/30: Read: Rosenberg - Introduction and Chapter 1 (1-36)

Week 7:
10/5: Read: Rosenberg – Introduction to Part 1 and Chapter 2 (39-71)
10/7: Read: Rosenberg – Chapter 3 (72-106)

Week 8:
10/12: No assigned reading.
*Writing Assignment – Law in Popular Culture Paper - Submitted through Blackboard by 9:00am*
*Presentation – Law in Popular Culture Presentation – In class*
10/14: No assigned reading.
*Presentation – Law in Popular Culture Presentation – In class*
Week 9:
10/19: Read: Rosenberg – Chapter 4 (107-156)
10/21: Read: Rosenberg – Chapter 5 (157-169)

Research Report workshop

Week 10:
10/26: Read: Rosenberg – Introduction to Part 4 and Chapter 12 (339-354)
10/28: Read: Rosenberg – Chapter 13 (355-400) – (Note this is only the first half of the chapter)

Week 11:
11/2: Read: Rosenberg – Chapter 13 (remainder) and Chapter 14 (400-429)
11/4: No assigned reading.

Research Report workshop

Week 12:
11/9: Carter 1992 (Blackboard); Delgado 2008 (Blackboard); Feeley 1992 (Blackboard);
Rosenberg 2008a (Response to critics - Blackboard)
11/11: Flemming, Bohte, and Wood 1997 (Blackboard)

Book Review workshop/peer review

Week 13:
11/16: No assigned reading.
11/18: No assigned reading.

Writing Assignment – Critical Book Review - Submitted through Blackboard by 5:00pm

Week 14:
11/30: Reading: Schwartz 2015 (Blackboard); Pew “Changing Attitudes…” 2015 (Blackboard);
Pew “Negative Views…” 2015 (Blackboard); Parlapiano, Liptak, and Bowers 2015
(Blackboard); Greenhouse 2015 (Blackboard); Denniston 2015 (Blackboard); Stolberg 2015
(Blackboard)
12/2: Reading: TBD – The topics of immediate interest in law and society are ever changing and
difficult to anticipate; to account for this dynamism the readings for this day will be announced
at a later date (no later than 11/18/2015).

Week 15:
12/7: No assigned reading.

Writing Assignment – Research Report - Submitted through Blackboard by 5:00pm
Presentation – Research Report – In class
12/9: No assigned reading.

Presentation – Research Report – In class

Week 16:
12/14: (Final Exam Period 10:30am-12:20pm)

Presentation – Research Report – In class
Writing Assignment - Reflection Paper 2 – Reflections on Law & Society and General
Education - Submitted through Blackboard by 5:00pm
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015