

## **LEAP 1100, Section 2**

Pre-Law LEAP

MWF 8:35-9:25

BUC301

Professor Ann Engar, Ph.D.

Sill Center 146

MW 11:45-12:45 + by appt.

801-581-4891

[ann.engar@utah.edu](mailto:ann.engar@utah.edu)

Peer Advisor: Jadyn Applonie

[jadeapplonie@gmail.com](mailto:jadeapplonie@gmail.com)

Requirements Fulfilled By This Course

General Education: Humanities

University Requirement: Diversity

### Description

The purpose of this course is to explore the meaning of community, especially as it relates to the American community as a whole and to communities within the United States, and the relation of law to community. The class will focus on the development and functioning of these communities, those included and excluded from the communities, the relationship with and obligation to community, and the practice of law within the community. We will read three memoirs/biographies of contemporary Americans involved in the law that offer a variety of racial, ethnic, class and gender perspectives on communities and the law. Each of these books is recommended reading by the Law School Admission Council. We will also read articles about Asian Americans and play an elaborate role-playing game about the Cherokee nation.

As we read the texts, we will consider such questions as:

1. How do we define community or communities in America? What are the bases for our definitions?
2. What rights, responsibilities and laws shape our sense of community?
3. How does our idea of community influence our sense of individual identity, our relationship to others, our formation of laws, and our relationship to the natural world?
4. Who is included or excluded from the community? Why? Does race, ethnicity, gender, social or economic status, profession, political or religious belief, or ethical stance influence the selection?
5. How does decision making occur in the community? Who gets to make the decisions? Why? Are individual or community needs more important?
6. Does geographical location affect perception of community? Why or why not?
7. How do the different styles, voices, purposes and audiences of American memoirs and biographies shape the reader's understanding of community? of law? of American beliefs and character? of ourselves?

### Required Texts (in order of reading)

- Turow, Scott. *One L*. New York and Boston: Warner Books, 1997.
- Sotomayor, Sonia. *My Beloved World*. New York: Alfred A. Knopf, 2013.
- Williams, Juan. *Thurgood Marshall: American Revolutionary*. New York: Three Rivers Press, 1998.
- Wu, Jean Yu-Wen Shen and Thomas C. Chen, eds. *Asian American Studies Now: A Critical Reader*. New Brunswick, NJ: Rutgers U Press, 2009.
- Wilkins, Thurman. *Cherokee Tragedy: The Ridge Family and the Decimation of a People*. 2<sup>nd</sup> ed. Norman, OK: U of Oklahoma Press, 1989.
- Weaver, Jace and Laura Adams Weaver. *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty Gamebook*. June 2011.

### Assignments

library assignments, 5 total worth 2 points each	10 points
in-class essay examination	20
Marshall paper	10
African-American and Asian-American essay	20
reacting game-written (assignments vary but includes quiz)	30
oral (speeches, participation in debate)	10
	100 total

No late work will be accepted without approval before due date.

Up to three extra credit (CR) points may be earned by attendance at LEAP and specified university events.

### Learning Objectives

1. Fostering a critical understanding of beliefs about community-building, rights and responsibilities, and the legal system in America from a humanities perspective
2. Learning to succeed in university classes through networking with students, faculty and peer advisors
3. Adapting to the university environment by active participation in a learning community composed of first-year students entering the university who are interested in the legal profession
4. Discovering ways to integrate ideas among classes rather than seeing classes as separate, non-related entities
5. Preparing for law school by
  - a. Acquiring knowledge of library technologies
    1. by participating in a sequence of library instructional classes designed for first-year students

2. by learning appropriate search strategies in appropriate databases
  3. by researching databases for appropriate sources for specific assignment
  4. by learning to evaluate information sources
- b. Developing written and oral communication skills through informal writings and formal essays
1. by completing sequenced assignments of increasing difficulty
  2. by producing specific types of writing, e.g., comparison/contrast, critical analysis, speeches
  3. by participating in class and small group discussions
  4. by learning to identify and use effective strategies for oral presentations and written assignments
  5. by understanding the appropriate use of intellectual property
- c. Developing critical thinking skills
1. by learning how to read for main ideas
  2. by discovering the best note taking style
  3. by reading with an open mind to weigh and evaluate ideas
  4. by reading to discover the assumptions upon which ideas are based and the consequences of such ideas
  5. by examining the arguments of the opposition and the weaknesses of one's own argument
- d. Learning to work effectively in groups
1. by negotiating tasks within groups
  2. by completing group research
  3. by planning and executing effective group presentations

### Reading Schedule

Reading must be completed before the class session on the date indicated. Students should come to class having read the material carefully, written down the most important ideas and questions about the reading, and prepared to discuss the assignment. As part of a learning community, each student has an obligation to the other students to be well prepared, to contribute to class discussion, and to help in the learning of the group. Students are expected to spend two hours studying for every hour spent in class.

Week beginning:

Aug. 21      M Introduction    W Turow IX-39    F Turow 39-76

Aug. 28      M Turow 76-111    W Read Turow 111-148    F Turow 148-187

Sept. 4      M Labor Day Holiday    W Read Turow 187-223    F Turow 223-259

- Sept. 11 M Finish Turow. W First library assignment visit. Marriott room 1110. Also read Sotomayor, Preface and Chapters 1-5. F Sotomayor, Chapters 6-12.
- Sept. 18 M Sotomayor, Chapters 13-18. W First library assignment due. Sotomayor, Chapters 19-24. F Finish Sotomayor and review
- Sept. 25 M Exam W Second library visit. Williams 3-39 F Williams 40-74
- Oct. 2 M Williams 75-112 W Second library assignment due. Williams 113-151 F Williams 152-186
- Oct. 9 Fall Break
- Oct. 16 M Williams 187-227 W Third library visit. Williams 228-262 F Marshall paper due. Williams 263-295
- Oct. 23 M Williams 296-331 W Third library assignment due. Williams 332-373 F Williams 374-412
- Oct. 30 M Wu 3-17 W Fourth library visit. Wu 143-160 F Wu 193-210
- Nov. 6 M Wu 213-232 W Fourth library assignment due. Fifth library visit. Wu 35-54 F Wu 80-94
- Nov. 13 M Wilkins, chapter 1; Ridge's letter to Albert Gallatin; and Boudinot's *An Address to the Whites* W Fifth library assignment due. Read Wilkins, chapter 2; remainder of primary documents. F Asian and African American essay due. Read de Tocqueville, Story and Kent and game packet. Roles will be distributed.
- Nov. 20 M Quiz and faction meetings. Indeterminates meet with GM. W Hermitage debate F Thanksgiving Holiday
- Nov. 27 M Hermitage debate (cont.) and Red Clay debate begins W Hermitage debate assignments due and 1<sup>st</sup> Constituency reports due. Red Clay debate (cont.) F Red Clay debate (cont.) Ross faction publishes *Phoenix*; Ridge faction publishes pamphlet.
- Dec. 4 M Red Clay Conference (cont.) W Red Clay Conference
- Dec. 11 In place of final exam, meet 8-10 a.m. to finish game. 2<sup>nd</sup> Constituency reports due.

## **Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. **“Plagiarism”** means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Students should read the Code carefully and know they are responsible for the content.

## **University Information and Policies**

1. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

2. The University Writing Center is a free service available for all students of the University of Utah. It provides one-on-one assistance for all stages of the writing process, from generating ideas for topics, to improving analysis and clarity, to polishing finished drafts. The Center's staff are trained to work with student writers from first semester freshmen through graduate school, and writers of all levels of ability are welcome. To schedule an appointment, call 801-587-9122 or stop by Marriott Library, Second Floor to schedule an appointment.

## **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building,

801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).