

# Sociology of Law

## SOC 3568

Spring 2023, online



*Instructor: Dr. Rebecca Owen (she/her)*

*Email: [r.owen@utah.edu](mailto:r.owen@utah.edu)*

*Office: BEHS 308*

*Office Hours: Tuesdays & Thursdays 3:00-4:00 pm or by appointment (online)*

## Course Description

Does the law influence social change, or does social change influence the law? What are the functions of laws in society? Who influences the creation and enforcement of laws? These and more questions will be addressed in this course as we tackle topics such as dispute resolution, the legislature, and the legal system. Supreme Court cases, both historical and contemporary, will be the basis for much of our discussion and analysis.

This course should help you develop an awareness of and evaluate the interplay and reciprocal relationship between society and the law. You should also gain new perspectives about those who interact with the legal system. You will engage with multiple perspectives on the law in order to evaluate, connect, and apply a variety of interpretations to complex legal issues.

## Course Objectives

By the end of this course, you will be able to:

- **Explain** and **evaluate** how laws are made and their role as a form of social control
- **Compare** and **contrast** theories of law and justice
- **Describe** the structure of the legal system and **analyze** the actors therein
- **Examine** the historical and social context of Supreme Court cases, **link** them to theories of law and justice, and **evaluate** their legacies

## Expectations

What are our responsibilities to each other during class? Here is what I expect from you:

- **Be prepared.** To do well in an online course, you need to be self-motivated, organized, and willing to stay on top of the schedule. You are in charge of your learning during this course, so stay caught up with the schedule and deadlines. This is extremely important, as some of the requirements utilize class-wide or group discussions. Be prepared to engage in the activities and assignments, which means having watched the lectures, completed the readings, and engaged with any other assigned materials.
- **Be “present”** in this class. This is especially important in this online environment. Be active in the discussions and engage with your peers and with me. You should expect to log onto Canvas regularly, at least 3 times per week. Also make sure that you check announcements regularly in Canvas – update your settings so that you receive announcements and notifications about class in a timely manner.
- **Be respectful.** We will be dealing with some sensitive topics and issues in this class, so make sure that your communication with your peers and with me is respectful. Even if you disagree with me or a fellow student, make sure that your comments are not attacking an individual – you can critique ideas but not individuals. Also realize that everyone comes from different backgrounds, and we all have different experiences – you may not understand someone else’s situation, but be respectful and make an effort to see things from another perspective. More on

this under “Rapport” in the Policies, Guidelines, & Resources section.

- **Be a good group member.** You are expected to work with classmates; however, you are not expected to interact with classmates in person. A good alternative to meeting in person is to utilize online video conferencing with your group – there are multiple apps and programs you can use.
- **Communicate.** If you have any issues or concerns, please contact me as soon as possible so we can address them. I want each of you to be successful in this class. I know that tough life events don’t wait for the semester breaks, so please let me know if you are struggling in any way.

In turn, here is what I’m offering to you:

- I have designed lectures, readings, other materials, and assignments to challenge you and provide you with opportunities to learn and practice course content.
- I will have course content available on or before the date indicated on the schedule. Although this is an online course that includes pre-recorded lectures, it is **not** a class that is run “automatically” by technology. I will interact with the class via announcements, emails/the Canvas Inbox, feedback on assignments, and discussion posts, among other methods.
- I will be available for consultation if you have questions or concerns. For this online course, the best way to reach me is through email ([r.owen@utah.edu](mailto:r.owen@utah.edu)) or Canvas Inbox. I should respond within 24 hours (usually faster during the week, but not as quickly on weekends). If you prefer to have a real-time conversation, we can set up a Zoom meeting or a time to meet face-to-face on campus.
- I will do my best to foster a respectful environment in which we can share our views and explore our thoughts.
- I will adhere to the schedule as best as I can, while still maintaining the right to alter the schedule to meet the needs of the class. Any changes will be announced on Canvas.
- I will provide clear expectations of how you can be successful in this course on Canvas, through descriptions of activities, discussions, and assignments and rubrics for the project components.
- I will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis with the required documentation.

### ***Additional Thoughts on Netiquette***

This online course will make extensive use of discussion boards, so here are a few additional thoughts about online etiquette, or netiquette. These guidelines will help you successfully navigate online interactions with your peers and with me:

- Writing Style:
  - Use correct spelling, grammar, and punctuation. This is a college course, so you should use formal writing for your online interactions (whether that is an email or discussion post) and assignment submissions. I highly recommend reading your email/post/assignment out loud to yourself before sending, posting, or submitting.
  - Do not use ALL CAPS, since that is the equivalent to shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ??????. Just as I wouldn’t allow a student to yell at a peer or me face-to-face, I also don’t want to see that happening in our online spaces.
  - Avoid acronyms and profanity. Emoticons can be used sparingly in online discussions, but they are not appropriate in assignments.
  - Make sure to stay on topic and keep your posts relevant to the discussion/assignment.
  - Be careful if you are trying to be funny or sarcastic. Written text does not convey tone of voice, facial expression, or a whole host of other cues that help indicate to a listener that you are trying to be funny or sarcastic. So, be careful with your written words, they are oftentimes more easily misunderstood than spoken words.
  - If you use the ideas or words of someone else, you must cite your sources!

- Communication with Others:
  - o Another reminder to be respectful of your peers and me. We all have different perspectives, so be open-minded and respectful when someone shares experiences or opinions, even if you do not fully understand or agree. You can ask classmates for clarification if you find their post difficult to understand or possibly offensive. But do so in a respectful manner.
  - o Make sure that the comments you are posting are things that you would be willing to say to someone's face, and with me in the room. Even if you disagree with someone, you can engage in a lively discussion without resorting to personal attacks. Give opinions, ask for more information, and engage in discussion, but keep it civil just like you would in a face-to-face class setting.
  - o Basically, just realize that these are real people you are communicating with, not just pixels on a screen. Make sure that you communicate with the class in a respectful way that is inclusive and open-minded.

## Course Materials

Individual articles are uploaded to Canvas. You will need Adobe Acrobat Reader to view them. You may download a copy of Adobe Acrobat Reader free of charge from the Adobe website or you can get the Adobe Creative Suite from <https://software.utah.edu/>. A complete list of required readings is available towards the end of the syllabus.

## Discussions & Activities

In each module you will have required discussions and activities. This is to help ensure that you are engaging with and understanding the material. These provide moments of self-reflection and opportunities to explore your understanding of material in a low stake manner, and also allow you to engage with other students in the class, ask questions, and push your thinking forward. Late discussion posts are not eligible for full credit, because you haven't given your fellow students the opportunity to engage with you (it would be like showing up to an in-person class after it has ended and wanting credit for being there for an in-class discussion...).

## Assignments

You will complete a couple of individual assignments that are not tied to the group project. They must be submitted through Canvas in the specified formats given in the descriptions.

### ***Supreme Court Justice Biography***

You will research one of the current Supreme Court justices and create a biography on their background and how they voted on some important cases. These will help us in the latter part of the class, as we consider how the current Supreme Court might decide the cases you present.

### ***Self-Evaluation***

At the end of the semester, you will get to reflect on what you have learned and what aided your learning most throughout the semester.

## Reading Quizzes

You will take 6 quizzes on the required readings throughout the semester. These quizzes will be administered through Canvas, and must be completed by the due dates indicated on the schedule. The quizzes are meant to help you stay caught up with the reading and ensure you are engaging with the material. Reading guides have been provided for each article. I highly recommend filling them out as you read the articles – they will help you be prepared for the quizzes!

## Tests

You will take two tests this semester. The tests will be administered through Canvas, and must be completed by the due dates indicated on the schedule. The tests are not cumulative, so they will only consist of material covered since the last test. The tests are meant to evaluate what you have learned in class, so use your notes as your reference material. Study guides have been provided for each test. I highly recommend reviewing those, as they will help you focus your studying and preparation for the tests. The tests are timed and consist of multiple choice and true/false questions.

### *A note about notes...*

Quality note-taking is an important skill, and one that you should be developing in all of your classes. Although you will have access to the lectures and other materials throughout the entire course, it is impractical to think you could "look up" answers in the lecture videos during the tests - the time constraints would make that a difficult endeavor. You should take notes as you watch lecture videos, read assigned articles, and engage with other material related to the course. Your notes will constitute your best reference material during tests, and you should thoroughly review your notes prior to taking the tests.

## Supreme Court Case Project

You will form groups to complete a number of assignments culminating in a presentation on a Supreme Court case that is of interest to you. You may choose from a list of pre-approved cases, or bring a case to the instructor for approval. Multiple groups may be interested in the same topic, but each group must select a unique case.

### **Group Contract**

After groups are finalized, you will craft a group contract in class. Working in groups can be both rewarding and challenging. Agreeing on expectations, responsibilities, roles, and consequences can help you keep each other on track and accountable to the group. Group contracts help you all, literally, get on the same page about what you expect of each other.

### **Case Background**

After your group has received approval on your case selection, each member of your group will submit a summary of the case background. Research can be done collaboratively, but every group member must submit their own summary. Your background should include details about the parties involved in the case, the nature of the dispute, the initial trial decision, and the decision of any appeals (prior to reaching the Supreme Court).

### **Supreme Court Ruling**

Each member of your group will submit a summary of the Supreme Court ruling on your case. Research can be done collaboratively, but every group member must submit their own summary of the ruling. Clearly state the question being decided, summarize the legal reasoning used in both the majority and dissenting opinions, and include the final vote.

### **Social & Historical Context**

Each member of your group will submit a summary of the social and historical context within which your case was decided. Research can be done collaboratively, but every group member must submit their own summary of the social and historical context. This should include an indication of the general time period, and a discussion of relevant events, social movements, political rhetoric and public opinion of the time. Make sure to connect the social and historical context back to your case and illustrate how it is relevant to your case.

## **Peer Reviews**

You will peer-review your group members' Case Background, Ruling, and Social & Historical Context submissions. This process should give you valuable feedback from your peers on your own work. Hopefully, as a group, you will also be able to identify strengths within each other's work that will contribute to your final presentation.

## **Presentation**

Each group will prepare a video presentation on their Supreme Court case. The presentation should pull together the information your group has collected and worked on in the Case Background, Supreme Court Ruling, and Social & Historical Context submissions. Your group presentation should be 15-20 minutes. All members of your group must participate in the presentation.

## **Voting**

Each group will be assigned to a "court district" and you are responsible for watching all the presentations posted within your district. You will reply to each video and indicate whether you think the current Supreme Court would vote to affirm or challenge the ruling. Then you can come back after the voting has ended and see what the class thought!

## **Group Participation**

At the end of the semester, you will reflect upon and grade your group members. You will estimate the contributions of each group member (including yourself) to the overall group project. You will also suggest what grade you think each member (including yourself) deserves on the overall group project (from 0-50 points). Your scores will be averaged, and that will determine your group participation grade. I hope this provides additional incentive to be a good group member, pull your weight, and contribute to the overall success of your project. Please do not underestimate the impact these points can have on your final grade in the class. If you completely drop the ball and do not contribute to the project, missing out on these points could potentially drop you a full letter grade (this is 10% of your final grade).

## **Grading**

|   |                  |
|---|------------------|
| Discussions & Activities (15x10)        | 150 points       |
| Supreme Court Justice Biography         | 10 points        |
| Reading Quizzes (6x10)                  | 60 points        |
| Tests (2x45)                            | 90 points        |
| Supreme Court Case Assignments (4 x 10) | 40 points        |
| Peer Reviews (3x10)                     | 30 points        |
| Presentation                            | 50 points        |
| Presentation Votes                      | 10 points        |
| Self-evaluation                         | 10 points        |
| Group Participation                     | <u>50 points</u> |
| Total:                                  | 500 points       |

A few notes about grading:

- It is your responsibility to report and discuss grade discrepancies with me. Please contact me with any questions or concerns.
- Late discussion posts and replies are not eligible for full credit.
- Late assignments are discouraged, simply because the majority of your assignments relate to your group project. Submitting late work is unfair to your group. Late work is not eligible for full credit.
- Make up tests and quizzes are not offered, except in extenuating circumstances.

#### Letter Grade Conversion:

|    |          |    |          |    |           |
|----|----------|----|----------|----|-----------|
| A  | 93-100%  | B- | 80-82.9% | D+ | 67-69.9%  |
| A- | 90-92.9% | C+ | 77-79.9% | D  | 63-66.9%  |
| B+ | 87-89.9% | C  | 73-76.9% | D- | 60-62.9%  |
| B  | 83-86.9% | C- | 70-72.9% | E  | Below 60% |

## Policies, Guidelines, & Resources

**Tech Skills:** Students electing to take online courses must demonstrate a high level of initiative, autonomy and ability to work independently. Time management and organizational skills are essential to the successful completion of an online course.

By signing up to take an online course, you are demonstrating an understanding that you must possess basic computer literacy skills, at minimum. This means you can successfully download and operate various file types, including but not limited to: .mp3; .mp4; docx; .mov; .pdf. You should also be able to troubleshoot technical issues and attempt to solve them on your own (a web search of your issue can reveal a lot). Please be sure all software and plug-ins are up to date. You are responsible for submitting assignments using the correct file extensions (which are detailed in each assignment description).

It is your responsibility to maintain your computer and related equipment in order to participate in this online course. Equipment failures are not an acceptable excuse for late or absent work. I suggest you back up your assignments (for this and any other class) in some fashion – a cloud service, flash drives, or even just emailing drafts to yourself. Do something so that you can access your work no matter where you are.

Technical support for Canvas is available by calling 1-844-527-0328 or online through Chat Support at <https://cases.canvaslms.com/liveagentchat?chattype=student>.

If you come across any broken links or inaccessible files in the course, you need to notify me immediately! I have done my best to ensure the class will operate smoothly, but technology doesn't always do what we want it to do. I'm assuming that links and files are in working order, unless students indicate otherwise. I am committed to fixing broken links or inaccessible files as soon as possible after being notified. In the case that there will be a significant delay before an item can be fixed, I will post an announcement to let the class know about the problem and describe any alternate files/links or alternate due dates for assignments, if applicable. Points lost on assignments cannot be made up if you didn't notify me that there was a broken link or inaccessible file prior to the deadline.

You are responsible for submitting assignments and activities by their due dates. In the very rare case that technical problems prevent you from submitting on time, you must:

- Immediately contact me via email or Canvas Inbox to let me know about the problem and to submit a copy of your assignment as an attachment (where possible)
- Next, immediately contact the Canvas Help Desk to troubleshoot and resolve the problem.
- Then email me again to update me on the issue, whether it was resolved, and if there are any additional steps that either of us need to take to get the assignment properly submitted to Canvas.

Keep in mind that it is inappropriate to contact me about tech problems after a deadline. It is your responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems.

**Rapport: Be Respectful.** Participation in the University of Utah community obligates each member to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil

environment for learning, students are expected to meet the goals described in the U of U's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

**Keep an Open Mind.** Some of the readings, lectures, films, or presentations in this course may include material that is sensitive in nature, graphic, or challenges your beliefs. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Please treat your peers with respect. Discriminatory or unprofessional communication and interactions will not be accepted.

- Be open-minded and supportive to all viewpoints, even when you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Using angry or abusive language is not acceptable and will be dealt with according to the Student Code.
- Course emails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code.
- The learning community fostered in this course depends on the cooperation of all members.

**Academic Misconduct:** It is assumed that all work submitted is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university.

Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

I have elected to use a plagiarism detection service in this course. Therefore, you will be required to submit your assignments and papers to such a service as part of the requirements.

**Wellness Statement:** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your ability to succeed and thrive in this course and at the University of Utah. Please seek help before issues become problems. Contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Americans with Disabilities Act.** 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 & Access (<https://disability.utah.edu/>), 162 Olpin Union Building, 801-581-5020. CDA 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 & Access.

**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).

**The University Writing Center.** Located in the Marriott Library in room 2701, the University Writing Center is designed to help students become more confident writers. They can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish and improve style, document sources correctly, avoid plagiarism, and learn about common grammar errors. This is a free service that is available to all students. You can make an appointment online at <http://writingcenter.utah.edu/undergraduate-services/undergrad-appointments.php>.

This is a 3000-level course, which is targeted at juniors and seniors, and presumes that students have taken the required writing classes, WRTG 1010 and 2010. If you are struggling with your writing, I urge you to take advantage of the services the Writing Center offers.

**LGBT Resource Center:** The University of Utah has an LGBT Resource Center on campus. It is located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. Visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: <http://lgbt.utah.edu>.

**Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

**Veterans Center:** If you are a student veteran, the U of U has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events, and links to outside resources: <http://veteranscenter.utah.edu/>.

**Safety Statement.** The U of U values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu/>.

**CSBS Emergency Action Plan.** Not every student comes to campus, but if you do, please familiarize yourself with the [CSBS Emergency Action Plan](#) before you come to campus.



## Required Readings

Readings listed below will be posted on Canvas:

### Theories of Law & Justice

Alexander, M. (2012). The Color of Justice. In *The new Jim Crow: mass incarceration in the age of colorblindness* (Revised edition, pp. 97-112). New York: New Press.

Gayle, M. (2006). Female by Operation of Law: Feminist Jurisprudence and the Legal Imposition of Sex. *William and Mary Journal of Women and the Law*, 12, 737–759.

### Law & Society

Williams, B. (2015). Courts and the Political Process - How Activists Can Implement Social Change. *Howard Law Journal*, 58, 637-669.

### The Constitution

Constitution and Amendments

### Dispute Resolution

Nielsen, L. B. (2000). Situating Legal Consciousness: Experiences and Attitudes of Ordinary Citizens about Law and Street Harassment. *Law & Society Review*, 34(4), 1055-1090.

### Lawyers

Rhode, D. L. (2014). Diversity and Gender Equity in Legal Practice. *University of Cincinnati Law Review*, 82, 871–900.

Lobel, J., & Chapman, M. (2015). Bridging the Gap between Unmet Legal Need and An Oversupply of Lawyers: Creating Neighborhood Law Offices – the Philadelphia Experiment, 22(1), 71–102.

### Juries

Weddell, H. (2013). A Jury of Whose Peers?: Eliminating Racial Discrimination in Jury Selection Procedures. *Boston College Journal of Law & Social Justice*, 33, 453–486.

### Judges

O'Brien, T. L. (2018). Gender, expert advice, and judicial gatekeeping in the United States. *Social Science Research*, 72, 134–145.

### Supreme Court Project Readings

American Bar Association. (2012). How to Read a U.S. Supreme Court Opinion. *Insights on Law & Society*, 13(1), 10–11. (During “Teambuilding & Group Contracts” module)

Wax, D. 10 Tips for More Effective PowerPoint Presentations. Retrieved from <https://www.lifehack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html> (During “Organization of the Courts” module)

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced on Canvas.*

# Course Schedule

| Module                   | Topics & Readings  | What's Due  |
|--------------------------|--|---|
| Module 1<br>Jan 9-15     | <b>Introduction</b><br><b>What is the Law?</b>   | <b>Sunday, January 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Activity: Syllabus Scavenger Hunt</li> <li>• Activity: Pre-test</li> </ul>  |
| Module 2<br>Jan 16-22    | <b>Theories of Law &amp; Justice</b><br>Alexander, M. The Color of Justice<br>Gayle, M. Female by Operation of the Law | <b>Friday, January 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion: Dissect an Article</li> </ul> <b>Sunday, January 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> <li>• Quiz 1: Alexander &amp; Gayle articles</li> </ul>   |
| Module 3<br>Jan 23-29    | <b>Teambuilding &amp; Group Contracts</b><br>ABA. How to Read a U.S. Supreme Court Opinion                             | <b>Tuesday, January 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion: Group Name</li> </ul> <b>Wednesday, January 25<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> </ul> <b>Friday, January 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Activity: Group work self-reflection</li> </ul> <b>Sunday, January 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Project 1: Group Contract</li> <li>• Supreme Court Justice Biography</li> </ul> |
| Module 4<br>Jan 30-Feb 5 | <b>Law &amp; Society</b><br><b>How Laws are Made</b><br>Williams, B. Courts and the Political Process                  | <b>Friday, February 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Discussion: Social Movements</li> </ul> <b>Sunday, February 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> <li>• Quiz 2: Williams article</li> </ul>   |
| Module 5<br>Feb 6-12     | <b>The Constitution</b><br>Constitution & Amendments   | <b>Friday, February 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion: Constitution Deep Dive</li> </ul> <b>Sunday, February 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> <li>• Project 2a: Case Background</li> </ul>  |
| Module 6<br>Feb 13-19    | <b>Dispute Resolution &amp; Policy Analysis</b><br>Nielsen, L. Situating Legal Consciousness                           | <b>Monday, February 13<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Post Case Background to Peer Review Discussion</li> </ul> <b>Friday, February 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion: Policy Evaluation</li> </ul> <b>Sunday, February 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> <li>• Quiz 3: Nielsen article</li> <li>• Project 2b: Case Background Peer Review</li> </ul>   |
| Module 7<br>Feb 20-26    | <b>Organization of the Courts</b><br>Tips for More Effective PowerPoint Presentations                                  | <b>Sunday, February 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Test 1</li> </ul>  |
| Module 8<br>Feb 27-Mar 5 | <b>Lawyers: Profession &amp; Workplace</b><br>Rhode, D.L. Diversity & Gender Equity in Legal Practice                  | <b>Friday, March 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Discussion: In-house Corporate Counsel</li> </ul> <b>Sunday, March 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Discussion replies</li> <li>• Project 3a: SCOTUS Ruling</li> </ul>  |
| Mar 6-12                 | <b>Spring Break!</b>   | <i>Nothing due</i>  |

| <b>Week</b>                       | <b>Topics Readings To Do</b>  | <b>What's Due</b>   |
|-----------------------------------|---|---|
| Module 9<br>Mar 13-19             | <b>Lawyers: Underrepresented &amp; Criminal Counsel</b><br>Lobel, J. & Chapman, M. Bridging the Gap Between Unmet Legal Need and an Oversupply of Lawyers | <b>Monday, March 13<sup>th</sup></b><br>• Post SCOTUS Ruling to Peer Review Discussion<br><b>Friday, March 17<sup>th</sup></b><br>• Discussion: Women in the Legal Field<br><b>Sunday, March 19<sup>th</sup></b><br>• Discussion replies<br>• Quiz 4: Rhode and Lobel & Chapman articles<br>• Project 3b: SCOTUS Ruling Peer Review |
| Module 10<br>Mar 20-26            | <b>Lawyers: Access to Justice &amp; Legal Ethics</b>  | <b>Friday, March 24<sup>th</sup></b><br>• Discussion: Lawyer Fee Schedules<br><b>Sunday, March 26<sup>th</sup></b><br>• Discussion replies<br>• Project 4a: Social & Historical Context   |
| Module 11<br>Mar 27-Apr 2         | <b>Juries</b><br>Weddell, H. A Jury of Whose Peers?   | <b>Monday, March 27<sup>th</sup></b><br>• Post S&H Context to Peer Review Discussion<br><b>Friday, March 31<sup>st</sup></b><br>• Discussion: Jury Exclusions<br><b>Sunday, April 2<sup>nd</sup></b><br>• Discussion replies<br>• Quiz 5: Weddell article<br>• Project 4b: S&H Context Peer Review                                  |
| Module 12<br>Apr 3-9              | <b>Sentencing , Wrongful Conviction &amp; Judicial Selection</b><br>O'Brien, T.L. Gender, Expert Advice & Judicial Gatekeeping                            | <b>Friday, April 7<sup>th</sup></b><br>• Discussion: Wrongful Conviction<br><b>Sunday, April 9<sup>th</sup></b><br>• Discussion replies<br>• Quiz 6: O'Brien article  |
| Module 13<br>Apr 10-16            | <b>Judicial Decision-Making &amp; the Supreme Court</b>   | <b>Friday, April 14<sup>th</sup></b><br>• Discussion: SCOTUS Appointments<br><b>Sunday, April 16<sup>th</sup></b><br>• Discussion replies   |
| Module 14<br>Apr 17-23            | <b>Test Supreme Court Case Presentations</b>  | <b>Wednesday, April 19<sup>th</sup></b><br>• Test 2<br><b>Sunday, April 23<sup>rd</sup></b><br>• Project 5: Presentations   |
| Module 15<br>Apr 24-25            | <b>Supreme Court Case Voting</b>  | <b>Tuesday , April 25<sup>th</sup></b><br>• Activity: Pre-test revisited  |
| Finals<br>"Week":<br>Apr 27-May 3 | <b>Evaluations</b>  | <b>Sunday, April 30<sup>th</sup></b><br>• Project 6: SCOTUS Votes<br><b>Monday, May 1<sup>st</sup></b><br>• Project 7: Group Participation<br>• Self-Evaluation<br><b>Wednesday, May 3<sup>rd</sup></b><br>• Extra Credit   |