

# Sociology of Law

## SOC 3568

Fall 2023

Tuesdays & Thursdays, 10:45 am – 12:05 pm CTIHB 109

Instructor: Dr. Rebecca Owen (she/her)

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Office Hours: Mondays & Wednesdays 10:00-11:00 am  
or by appointment (in person or 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 on time and be prepared.** As a courtesy to me and your fellow classmates, please be on time, so as not to disrupt class. Be caught up on readings and assignments, and ready to engage in discussion.
- **Be present.** This is more than just showing up. Pay attention, take notes, and participate – you'll get more out of this class if you do! Classroom interactions are important for your learning.
- **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 will work with a group of your classmates on a project this semester. I expect everyone to contribute equally to the success of their group. Make sure you are engaging with your group, both inside and outside of class. Be responsive to group communications, and pull your weight!

- **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 keep the class Canvas website up to date with materials, assignments, and your grades.
- I will be available for consultation if you have questions or concerns. Quick questions can be handled before or after class, and I also have office hours twice a week, and can schedule other meetings as needed. You may also contact me through email ([r.owen@utah.edu](mailto:r.owen@utah.edu)) or Canvas Inbox. I typically respond within 24 hours (usually faster during the week, but not as quickly on weekends).
- 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.

## 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. I suggest you download all of your readings at the beginning of the semester.

## Activities

Throughout the semester you will complete numerous in-class activities and a few online activities. These are to help ensure that you are engaging with and understanding the material. Activities provide moments of self-reflection and opportunities to explore your understanding of material in a low-stakes environment. Activities allow you to engage with your fellow students, to ask questions, and push your thinking forward. Activities are not announced ahead of time in the syllabus (with the exception of a few online activities). Think of activities as a form of participation points – you must be present in class in order to earn the points. Attendance is extremely important in this class, and since you won't know which days are going to include activities, hopefully that will motivate you to be in regular attendance. Activities cannot be made-up or completed late, except in extenuating circumstances.

## 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 the tests are open note/book, it is impractical to think you could "look up" all of the answers during the tests - the time constraints would make that a difficult endeavor. Take thorough notes on class lectures, readings, and other media shared in class or on Canvas. You may use your notes as reference during tests, but thoroughly review your notes prior to 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.

#### ***Supreme Court Ruling***

After your group has received approval on your case selection, each member of your group will submit a summary of the case background and Supreme Court ruling. Research can be done collaboratively, but every group member must submit their own summary. Your assignment should include details about the parties involved in the case, the nature of the dispute, the question brought before the Supreme Court, the Supreme Court final vote, and a summary of the legal reasoning used in both the majority and dissenting opinions.

#### ***Social & Historical Context and Legacy***

Each member of your group will submit a summary of the social and historical context within which your case was decided, and also address the legacy of the case and the impact of the ruling. Research can be done collaboratively, but every group member must submit their own assignment. 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. Also discuss the legacy of the case and how it has impacted modern society.

### **Peer Reviews**

You will peer-review your group members' Supreme Court Ruling and Social & Historical Context and Legacy assignments. 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 give an in-class presentation on their Supreme Court case. The presentation should pull together the information your group has collected and worked on in Supreme Court Ruling and Social & Historical Context and Legacy assignments. Your group presentation should be 15-20 minutes. All members of your group must participate in the presentation.

### **Voting**

Each group will be assigned a different Supreme Court Justice to represent after each presentation. As a class, we will discuss how we think the current Supreme Court would vote on the case, if it were before them today; and each group will cast their votes as their respective justice.

### **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. The scores that you and your groupmates assign to you 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**

Activities (14x10)	140 points
Individual Assignments (2x10)	20 points
Reading Quizzes (6x10)	60 points
Tests (2x45)	90 points
Group Contract	10 points
Supreme Court Case Assignments (2x20)	40 points
Peer Reviews (2x10)	20 points
Presentation	50 points
Justice Votes	20 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 written assignments are **not** eligible for full credit.
- Make up activities, 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

**Electronic Devices in Class:** Texting, using social media, and internet surfing are inappropriate during class. Please turn off or silence your phone and other electronic gadgets during class. You may use laptops or tablets for note-taking, but please refrain from distracting yourself and those around you by surfing the web or using social media during class.

**Canvas & Tech Skills:** You are responsible for checking Canvas regularly. You need basic computer literacy skills, and the ability to troubleshoot technical issues and be able to attempt to solve them on your own (a web search of your issue can reveal a lot). You are responsible for submitting assignments using the correct file extensions (which are detailed in each assignment description). Equipment failures are not an acceptable excuse for late or absent assignments. 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](#).

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.

**Report: 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.

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. Please note that I consider the use of AI-generated text a form of plagiarism. The work you submit must be 100% your own.

**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](#), 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 this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, 801-581-5020. CDA will work with you and your 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](#).

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.

**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](#), the [Writing Program](#), and the [English Language Institute](#).

**Veterans Center:** If you are a student veteran, the U of U has a [Veterans Support Center](#) located in Room 418 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.

**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 [SafeU](#).

**CSBS Emergency Action Plan.** Please familiarize yourself with the CSBS Emergency Action Plan for our building, CTIHB. It is at the end of the syllabus. Be aware of the Emergency Assembly Points in case of a building evacuation.

**Contagious Illnesses.** If you are sick with symptoms of any contagious illness (including, but not limited to, colds, flu, COVID) please STAY HOME! No one else wants to get sick. If you have symptoms and still choose to come to class, please wear a mask. If you don't have a mask, I have a supply of masks that will be available. The University of Utah remains a "mask friendly" institution.

## 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 Week 1)

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 Week 6)



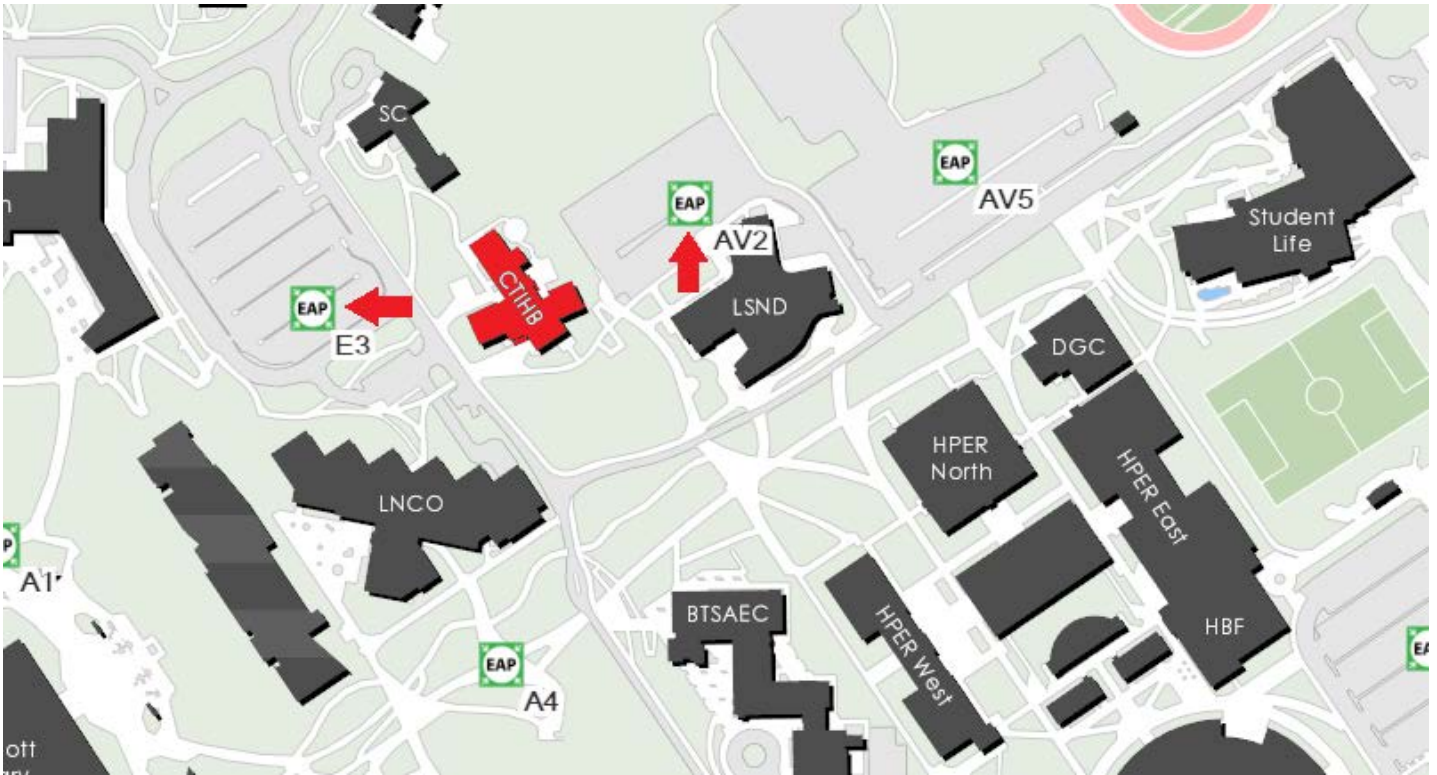
# Course Schedule

Week	Topics & Readings	What's Due
Week 1: Aug 22 & 24	<b>Introduction</b>  <b>What is the Law?</b> ABA. How to Read a U.S. Supreme Court Opinion	<b>Sunday, August 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Online Activity: Pre-test</li> <li>• Online Activity: Syllabus Scavenger Hunt</li> </ul>
Week 2: Aug 29 & 31	<b>Theories of Law &amp; Justice</b> Alexander, M. The Color of Justice Gayle, M. Female by Operation of the Law	<b>Sunday, September 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Online Discussion: Applying Theory</li> <li>• Quiz 1: Alexander &amp; Gayle articles</li> </ul>
Week 3: Sept 5 & 7	<b>Teambuilding &amp; Group Contracts</b>  <b>Law &amp; Society</b> Williams, B. Courts and the Political Process	<b>Tuesday, September 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Project: work on Group Contracts <b>in class</b></li> </ul> <b>Sunday, September 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Project: Group Contract</li> <li>• Quiz 2: Williams article</li> </ul>
Week 4: Sept 12 & 14	<b>The Constitution</b> Constitution & Amendments	<b>Sunday, September 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Assignment: Supreme Court Justice Biography</li> </ul>
Week 5: Sept 19 & 21	<b>How Laws are Made</b>  <b>Dispute Resolution</b> Nielsen, L. Situating Legal Consciousness	<b>Sunday, February 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz 3: Nielsen article</li> <li>• Project: Case Background &amp; Ruling</li> </ul>
Week 6: Sept 26 & 28	<b>Organization of the Courts</b> Tips for More Effective PowerPoint Presentations	<b>Sunday, October 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Test 1</li> </ul>
Week 7: Oct 3 & 5	<b>Peer Reviews</b>  <b>Policy Analysis</b>	<b>Tuesday, October 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Project: Case Background &amp; Ruling Peer Review <b>in class</b></li> </ul>
Week 8: Oct 9-13	<b><i>Fall Break!</i></b>	<i>Nothing due</i>
Week 9: Oct 17 & 19	<b>Lawyers</b> Rhode, D.L. Diversity & Gender Equity in Legal Practice	<b>Sunday, October 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>• Project: Social &amp; Historical Context and Legacy</li> </ul>
Week 10: Oct 24 & 26	<b>Lawyers, continued</b> Lobel, J. & Chapman, M. Bridging the Gap Between Unmet Legal Need and an Oversupply of Lawyers	<ul style="list-style-type: none"> <li>• Quiz 4: Rhode and Lobel &amp; Chapman articles</li> </ul>

<b>Week</b>	<b>Topics &amp; Readings</b>	<b>What's Due</b>
Week 11: Oct 31 & Nov 2	<b>Lawyers, continued</b>  <b>Peer Reviews</b>	<b>Thursday, November 2<sup>nd</sup></b> <ul style="list-style-type: none"> <li>• Project: Social &amp; Historical Context and Legacy Peer Review <b>in class</b></li> </ul>
Week 12: Nov 7 & 9	<b>Juries</b> Weddell, H. A Jury of Whose Peers?	<b>Sunday, November 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz 5: Weddell article</li> </ul>
Week 13: Nov 14 & 16	<b>Sentencing &amp; Wrongful Conviction</b>  <b>Judges</b> O'Brien, T.L. Gender, Expert Advice & Judicial Gatekeeping	<b>Sunday, November 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz 6: O'Brien article</li> </ul>
Week 14: Nov 21	<b>The Supreme Court</b>	<i>Test 2 opens this week, but is due next week (due to the holiday)</i>
Week 15: Nov 28 & 30	<b>Supreme Court Case Presentations &amp; Voting</b>	<b>Monday, November 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Project: Presentation slide deck</li> </ul> <b>Tuesday &amp; Thursday, November 28<sup>th</sup> &amp; 30<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Justice Votes <b>in class</b></li> </ul> <b>Sunday, December 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Test 2</li> </ul>
Week 16: Dec 5 & 7	<b>Supreme Court Case Presentations &amp; Voting</b>	<b>Tuesday &amp; Thursday, December 5<sup>th</sup> &amp; 7<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Justice Votes <b>in class</b></li> </ul> <b>Sunday, December 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Online Activity: Pre-test revisited</li> </ul>
Finals Week: Dec 11-15	<b>Evaluations</b>	<b>Tuesday, December 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Project: Group Participation</li> </ul> <b>Thursday, December 14<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Assignment: Self-Evaluation</li> </ul> <b>Friday, December 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Extra Credit</li> </ul>

*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.*

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.