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# CJ 4065

## Law and Society

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### Overview

This course examines the law as an object for critical analysis. Each week, we consider key questions, including: What is law? What is the relationship between law and society? What is the relationship between law and everyday life? How does law create and maintain racial and gender categories? What is the relationship between law on the books and law in action? What does the formal legal system look like in practice? When and why do Americans turn to the formal legal system? Can law create social change?

### Objectives

Upon completion of this course, you should be able to:

1. Analyze how law impacts society and how society impacts law;
2. Explain how law works in everyday experiences and formal legal institutions;
3. Identify and analyze the assumptions we make about law;
4. Read and understand academic journal articles.

### Evaluation

Your success in meeting the objectives outlined above will be evaluated in the following ways:

- Class contributions (10%) (Objectives 2-4)
- Reading reflection papers (5 @ 2% each) (Objectives 1 & 3)
- Article presentation and discussion (10%) (Objectives 1 & 4)
- Exams (2 @ 20% each) (Objectives 1-3)
- Final project (30%) (Objectives 1-4)

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Semester  
Class time  
Class location

Instructor: Monica Williams  
E-Mail: monicawilliams@weber.edu  
Phone: 801-626-6231  
Office: Soc Sci Bldg, Rm. 214  
Office Hours:

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### Materials

Calvita, Kitty. 2010. *Invitation to Law & Society*. Chicago: University of Chicago Press.

Additional readings and multimedia content posted on Canvas.

### Important Dates

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**September 20, 2013**

Final project proposal

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**October 4, 2013**

Exam #1

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**November 13, 2013**

Final project draft

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**December 4, 2013**

Final project due

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**December 6, 2013**

Exam #2

## Requirements

**Class contribution** points are not automatic; you must earn them. If you attend class regularly, you will start with a baseline of 50% for your overall contribution grade. Contributing to class discussion will help raise your contribution grade above 50%. Contributions in this course are graded based on coming to class prepared to ask and respond to questions, discuss readings and course concepts, and engage in in-class assignments. The best marker of productive contributions is your ability to stimulate discussion among your classmates. You might contribute by recapitulating and summarizing readings, making observations that integrate concepts into discussions, citing relevant personal examples, asking key questions that lead to revealing discussions, engaging in devil's advocacy, and disagreeing with the professor in ways that promote further exploration of an issue. **Multitasking during class (texting, Facebook, etc) is a distraction to you and other students, and is grounds for reducing your participation grade.** On the other hand, coming to office hours with questions will count toward class participation.

You will submit six **reading reflection** papers throughout the semester via the Assignments link on Canvas. These papers will be 500-word (approximately 2 pages double-spaced) essays that explain the main research question in the reading, the author's answer to that question, and your evaluation of the author's argument. Your papers will be graded mostly on effort and completeness. I will drop your lowest score, so you are allowed one freebie. Your reflection papers must not be on the same article you choose for your presentation and discussion. You will sign up for reflection papers on the second day of class. I will not accept late papers under any circumstances. See the course web site on Canvas for more details.

You will sign up to **lead class discussion on one of the academic journal articles** we read throughout the semester. Depending on the number of students in the class, you may be asked to lead the discussion with another student or two. You must discuss your presentation and class discussion ideas with the instructor at least two days prior to your presentation date. Failure to do so will result in a 50% reduction of your grade on the assignment. Please see the course web site on Canvas for more details.

**Exams** will give you the opportunity to demonstrate your knowledge and critical analysis of the course material. Exams will be administered via ChiTester and must be taken at a WSU testing center of your choice (<http://www.weber.edu/testingcenter/>). Exams will include two essay questions, of which you must answer one. One week before each exam, I will provide a list of all course concepts and all potential essay questions. Essay answers must demonstrate critical analysis of the course material rather than a simple description of concepts. See the grading rubric on the course web site on Canvas for more details.

You will complete **final project** that requires you to design and carry out a written, oral, or graphic presentation that explores an approved topic using course material and outside research. You may come up with your own topic, but you must obtain approval for your topic from the instructor by Week 3 of the course. The assignment allows for maximum creativity and flexibility in order to fulfill the course objectives. I encourage you to be creative in how you organize, analyze, and present your understanding of the course material. Please see the instructions and grading rubric on Canvas for more details.

## Course Policies

### Classroom Etiquette

My classroom is a safe space for everyone (students and myself) to be treated with respect and dignity. I expect every person in the class to honor differences in people, ideas, and opinions. Questions and comments by others should be treated with civility at all times. In responding to your peers, is only appropriate to address the substance of their arguments; I will not tolerate any personal attacks. Also, it is inappropriate to expect a student to explain or defend the views or positions of a racial, ethnic, religious, or political group with which they may be associated. If you prefer an alternate name or gender pronoun, please advise me of your preference and I will happily honor your request. If at any time, you feel personally attacked or otherwise uncomfortable in the class, please let me know so that I can rectify the situation.

In addition to completing course requirements, you are responsible for:

- Coming to class on time.
- Remaining active and attentive in class until the very last minute.
- Disconnecting from your electronic devices during class.
- Catching up if you miss a class. Please obtain and review notes from one of your peers and then visit me in office hours. I will not provide private lectures to those who miss class.
- Asking questions during class discussion. If you are confused, speak up! If your question is not answered in class, please see me during office hours or email me.

### Email

I will make every attempt to respond to emails within one business day.

### Grading

Grading criteria for the exams and assignments are available on Canvas. Those who wish to submit their work for a second evaluation must prepare a detailed written statement explaining why particular sections of the assignment warrant re-evaluation. Your appeal must specifically reference particular comments I made on the assignment and explain how/why you believe your answer addresses those comments. Your appeal should be emailed to me within one week of the date that grades are released on the assignment.

### Disabilities

If you have a documented disability that requires assistance, please let me know at the beginning of the course. You should also work with the Services for Students with Disability office to coordinate your academic accommodations (Student Services Bldg, Rm. 181; 801-626-6413; <http://www.weber.edu/ssd>).

### Academic Dishonesty

Academic dishonesty will not be tolerated and may result in your suspension from the university. Cheating, plagiarism, copying others' work and/or Internet sources, bribery, unauthorized collaboration, and other forms of dishonesty will result in an official report to the department and the dean of students, and a zero on the assignment.

## Tentative Course Schedule

This schedule of readings and topics is subject to change. Major changes will be announced in class. Once a week, I will post on Canvas a running list of course concepts that you may use in preparing for your exams and assignments. I expect every student to read and think about the assigned Calavita chapters by the date on which they are listed. With the exception of the article presentation you sign up for, you are not required to read the articles labeled “Article presentation”; however I encourage you to skim these articles before class. All readings outside of the required text will be posted on Canvas.

Week	Date	Readings and Assignments
<b>Part 1: The Social Context of Law</b>		
1. What is law?	8/26	“Reading Academic Journal Articles.” ( <a href="http://www.brockport.edu/sociology/journal.html">http://www.brockport.edu/sociology/journal.html</a> )
	8/28	Calavita Chapter 1
	8/30	<b>Article presentation 1:</b> Macaulay, Stewart. 1987. “Images of Law in Everyday Life: The Lessons of School, Entertainment and Spectator Sports. <i>Law &amp; Society Review</i> 21: 185-218.
2. Law and social org.	9/2	<i>Labor Day: No Class</i>
	9/4, 9/6	Calavita Chapter 2
3. Law in everyday life	9/9	Calavita Chapter 3
	9/11	<b>Article presentation 2:</b> Excerpts from Ewick and Silbey. 1998. <i>The Common Place of Law</i> . Chicago: U of Chicago Press.
	9/13	Joan Trumpauer Mulholland at <b>Wildcat Theater in Shepherd Union (REQUIRED)</b>
4. Law and racial inequality	9/16, 9/18	Calavita Chapter 4
	9/20	<b>Final project proposal due</b>
5. Law and gender inequality	9/23	<b>Article presentation 3:</b> Excerpt from Smart, Carol 1989. <i>Feminism and the Power of Law</i> . New York: Routledge.
	9/25	<b>Article presentation 4:</b> Smith and Kimmell. 2005. “The Hidden Discourse of Masculinity in Gender Discrimination Law.” <i>Signs</i> 30: 1827-1849.
	9/27	<b>Article presentation 5:</b> Crenshaw, Kimberle. 1989. “Demarginalizing the Intersection of Race and Sex...” <i>University of Chicago Legal Forum</i> 139-167. (Read pp. 139-143, 150-167. Skim the rest.)
6. Legal pluralism	9/30	Calavita Chapter 5
	10/2	Exam review
	10/4	<b>Exam 1</b>
<b>Part 2: Law and Justice</b>		
7 & 8. What is justice?	10/7	Calavita Chapter 6
	10/9, 10/11, 10/14	<i>Documentary: Hot Coffee</i>
	10/16	<b>Article presentation 6:</b> Songer, Donald, Reginald Sheehan, and Susan Brodie Haire. 1999. “Do the Haves Come Out Ahead over Time ...” <i>Law &amp; Society Review</i> 33:811–32.
	10/18	<i>Fall Break: No Class</i>
9. Dispute resolution	10/21	<b>Article presentation 7:</b> Felstiner, Abel, and Sarat. 1980-81. “The Emergence and Transformation of Disputes: Naming, Blaming, Claiming...” <i>Law &amp; Society Review</i> 15:

		631-654. (Read pp. 631-649).
	10/23	<b>Article presentation 8:</b> Hoffmann, Elizabeth A. 2005. "Dispute Resolution in a Worker Cooperative: Formal Procedures and Procedural Justice." <i>Law &amp; Society Review</i> 39(1):51-82. (Read pp. 61-77.
10. Law and the criminal justice system: Police	10/25	<b>Article presentation 9:</b> Hickman, Laura J., and Sally S. Simpson. 2003. "Fair Treatment or Preferred Outcome? The Impact of Police Behavior on Victim Reports of Domestic Violence Incidents." <i>Law &amp; Society Review</i> 37:607-34.
	10/28	No reading
	10/30	<b>Article presentation 10:</b> Leo, Richard. 1996. "Miranda's Revenge: Police Interrogation as a Confidence Game." <i>Law &amp; Society Review</i> 30: 259-288.
11. Law and the criminal justice system: Courts	11/1	<b>Article presentation 11:</b> Ulmer and Kramer. "Use and Transformation of Formal Decision-Making Criteria..." <i>Social Problems</i> 45: 248-267.
	11/4	Burnett. "Anatomy of a Verdict" <i>New York Times Magazine</i> . August 6, 2001.
	11/6, 11/8, 11/11	Movie: <i>12 Angry Men</i>
12 & 13. Law and the criminal justice system: Punishment & Corrections	11/13	<b>Article presentation 12:</b> Phelps, Michelle. 2011. "Rehabilitation in the Punitive Era." <i>Law &amp; Society Review</i> 45(1): 33-68. <b>Final project draft due</b>
	11/15	Tonry, Michael. 1999. "Why Are U.S. Incarceration Rates So High?" <i>Crime &amp; Delinquency</i> 45(4):419-37.
	11/18	<b>Article presentation 13:</b> Levenson, Jill S., and Richard Tewksbury. 2009. "Collateral Damage: Family Members of Registered Sex Offenders." <i>American Journal of Criminal Justice</i> 34:54-68.
	11/20, 11/22	<i>American Society of Criminology conference: No class</i>
14 & 15. Law and social change	11/25, 11/27	Calavita Chapter 7
	11/28	<i>Thanksgiving Break: No Class</i>
	12/2	Calavita Chapter 8
	12/4	<b>Final project due</b>
	12/6	<b>Exam #2</b>