

UC 12119 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: POLS College: CLASS

APPROVED SEP - 4 2013

2. Faculty Contact Person: JW Jackson Telephone: 3-3919

Email: jjackson5@uh.edu

M.M.

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:

POLS / 3354 / Law and Society

- Instructional Area / Course Number / Short Course Title (30 characters max.):

POLS / 3354 / LAW AND SOCIETY

- SCH: 3.00 Level: JR CIP Code: 45.1001.0001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:

____ / ____ / ____

- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____

- Does this course affect major/minor requirements in the College/Department? Yes No

- Does this course affect major/minor requirements in other Colleges/Departments? Yes No

- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from

the course inventory: Instructional Area / Course Number / Long Course Title

POLS / 3354 / Law and Society

- Course ID: 13511 Effective Date (currently active row): 2012827

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: POLS 1336 and 1337 or equivalent, or consent of instructor. Description (30 words max.): How values and attitudes of society influence the content and enforcement of law, and how changes in the law causes changes in society.

10. Dean's Signature: _____

Date: 10/8/12

Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Political Science

Person Making Request: JW Jackson

Telephone: 3-3919

Email: jjackson5@uh.edu

Dean's Signature: _____

Date: 9/18/2012

Course Number and Title: POLS 3354 Law and Society

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to demonstrate a familiarity with the U.S. legal system, including courts, statutes, and the constitution.

*Students will be able to analyze primary sources and use these sources to support their understanding of the effects that law has on society, shaping and changing it.

* Students will be able to analyze primary sources and use these sources to support their understanding of the effects that changes in society has on shaping and changing the law.

*Students will be able to identify and properly identify, evaluate, and cite online and printed sources.

*Students will be able to effectively communicate what they have learned both orally and by the written word.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area

Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 3-5 page paper that asks them to analyze a primary source and to use that source as evidence for a wider discussion on the ideas, values, and beliefs of the interaction of law and society.

Sample Paper assignment:

After reading Rosenbaum's Myth of Moral Justice, students will be required to compare and contrast what would happen under today's current legal system and under Rosenbaum's proposed system. They will also be required to discuss the shortcomings and strengths of each system. Lastly, the students will be required to evaluate whether Rosenbaum's system would work in the U.S. under our current legal system and society.

Communication Skills:

In the same paper as described above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

In the same paper as described above, students will demonstrate their ability to understand and use their empirical and quantitative skills.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same paper as described above, students will demonstrate their understanding of the interaction of society and human responsibility in today's legal system.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

A 3-5 page writing assignment will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Law and Society
POLS 3354, Section 13511
Monday and Wednesday: 2:30 – 4:00 p.m.
Room PGH 343

Office Hours: Monday: 11:00 am - 12:00 pm
Tuesday: 10:00 am - 11:00 am
Office: Room 389, PGH
e-mail:

Readings and Sources All readings can be found at Blackboard Learn [BBL], unless otherwise noted.

1. USE AND SIGNIFICANCE OF SYLLABUS: This syllabus is an important guide for you in understanding what it is this course, what it is designed to accomplish, and how it is organized to achieve its stated goals. Moreover, specific ground rules, obligations, and responsibilities are described below. **Each must be followed. Exceptions are rarely made.** By carefully reading the syllabus, you will obtain a clear idea of what we will be doing in this class throughout the semester. It serves as a series of guideposts enabling us to maintain some clear focus on the subject at hand. The dates and deadlines contained below will be adhered to barring unforeseen exigencies requiring modification.

Blackboard Vista: I use Blackboard Learn [hereafter BBL]. On it you will find additional readings, classnotes [powerpoints], the syllabus, and your grades. Occasionally, notes concerning tests or papers will be posted there. Students will be held to have constructive knowledge of all material posted on BBL. Please check it on a regular basis.

2. COURSE DESCRIPTION: This course is a look at the interaction of law and society. It introduces students to the nature of legal reasoning, the structure of the legal process, and the law's affect on the individual and society. The course will look at how society and changes therein affects the law and how a new law may cause changes in society. We shall also examine how the legal process works to resolve private disputes between citizens, how the participants in the process understand their roles, and how the logic of legal reasoning influences not only the participants, but the wider community as well. The course provides an opportunity for realistic assessment of the properties of law and the advantages and shortcomings of the legal system. The overall goal is to impart within its participants knowledge of, interest in, and an appreciation for some of the various areas of law. More specifically, students should, at semester's end, be sufficiently familiar with this subject to be able to write with accuracy and completeness on these topics pertaining and to be able to conduct in-depth research producing advanced knowledge at the undergraduate level.

3. LEARNING OBJECTIVES:

*Students will be able to demonstrate a familiarity with the U.S. legal system, including courts, statutes, and the constitution.

*Students will be able to analyze primary sources and use these sources to support their understanding of the effects that law has on society, shaping and changing it.

* Students will be able to analyze primary sources and use these sources to support their understanding of the effects that changes in society has on shaping and changing the law.

*Students will be able to identify and properly identify, evaluate, and cite online and printed sources.

*Students will be able to effectively communicate what they have learned both orally and by the written word.

The specific objective of the course is to achieve knowledge levels within students such that they will be able to perform "satisfactorily" or better in the following areas: (1) examinations -- students will be expected to respond accurately and completely to questions covering course material; (2) out-of-class projects -- students will be expected to complete several short (3 to 5 pages) papers utilizing concepts presented in class; and (3) in-class-discussions -- students will be expected to participate frequently and positively in class. Students will be able to

demonstrate a familiarity with the U.S. legal system, including courts, statutes, and the constitution. Students will be able to analyze primary sources and use these sources to support their understanding of the effects that law has on society, shaping and changing it. Students will be able to analyze primary sources and use these sources to support their understanding of the effects that changes in society has on shaping and changing the law. *Students will be able to identify and properly identify, evaluate, and cite online and printed sources. Students will be able to effectively communicate what they have learned both orally and by the written word.

The quality of work will be judged in accordance with the degree to which the following criteria are present in written work: accuracy of information, critical thought, clarity of message, organizational coherency, use of the intellectual tools presented in the course, technical precision and correctness (especially in our-of-class papers), sharpness of focus, presence of indicators of thoughtful consideration of issues examined, depth of analysis, and creativity.

4. CLASS FORMAT: Although the class is primarily lecture, questions and comments are encouraged and expected, but because the size of this class, student participation on a daily basis is not essential. However, students should be prepared for each class and be prepared to participate daily.

5. STUDENT-PROFESSOR CONFERENCES: You are invited and encouraged to come by my office [PGH 389] whenever you would like. Although I can be found frequently in my office at times other than during regularly scheduled office hours, I will make every effort to be there during the scheduled hours, above. I may also be found at odd times in the political science office (PGH 447) or the computer room (PGH 446). Typically, I am here every day but some days you may not be able to find me because of meetings or research.

Certainly, we should meet if any problems develop with regard to your participation in the course, but this should not be the only reason for getting together. Feel free to drop by for a visit for any reason. If my office hours are not convenient, arrangements can easily be made to meet at another time.

NOTE: although I may be able to answer general questions on the law, I DO NOT give legal advice and will not act as your attorney in any matter.

6. GRADING POLICY: I shall make every effort to adhere faithfully to the University of Houston grading standards while relying upon my professional judgment to make the necessary applications of these standards. Grades will be determined by student performance, both in and out of class as set forth in the section on examinations. "Borderline" grades will be decided using class participation as the primary deciding factor. This includes asking thoughtful questions, making pertinent observations, and generally demonstrating an interest in the subject at hand.

7. EXAMINATIONS: There will be three (3) examinations during the semester. Each will be worth 100 points.

The examinations will consist of multiple choice, essay questions, and/or short answer/identification questions. The examinations will focus on the following in order of importance: 1) material in the readings and discussed in class; 2) material discussed in class but not in the readings; and 3) material in the readings but not discussed in class. Before each test, I will provide information on whether the test will be closed book or whether outside materials will be allowed to be used for the test.

When a test is returned to a student, if there are 'math' errors on my part, immediately bring the error to my attention. If you wish to challenge an essay or short answer grade, the student must wait at least 24 hours in order to give the student time to consider why he/she believes that the question deserves more points. Be prepared to explain why you believe the exam was misgraded. Be specific. A general "I think I deserve more points" without a follow-up "because . . ." will not support a regrade.

All questions concerning grading must be done *within two weeks* of the exam being graded and returned to the class. If you are absent when the test is returned, the two weeks runs any way. It is your responsibility to be in class. No regrading or point adjustments to a test score will be made after two weeks from the date the class, in general, received back the examination.

Missed Tests: If you know that you will miss a test due to an approved school activity [e.g., travel for a football game *as a player* or member of a debate team] or other immovable activities (e.g., scheduled heart surgery), notify me before the test and I will schedule a makeup examination. You should not knowingly schedule activities during class time. It is up to my sole discretion whether to give an early makeup test.

If you miss a test for any other reason or no reason at all, **all makeup examinations for those missed tests will be given during the usual class time on May 10** [unless the student has otherwise scheduled a makeup BEFORE the missed examination]. There are no makeups for final exams, the third exam, or by whatever name the last regular examination is called.

You may not take a 'makeup' examination to improve a score of a test already taken.

Since there are NO makeup tests for the final [last test of the semester], if you miss the final the only options are to receive a score of zero [0] on the final, or take an incomplete for the course. Since I am not easily available during the winter break, the incomplete would have to be completed in the following spring semester. More than 50% of the students that take an incomplete never complete the missed work.

8. WRITTEN COMMENT PAPERS: You will be required to write two [2] 'comment' papers (3-5 pages) during the semester. The papers will be worth 30 points each. At least two weeks before the due date, specific guidance will be given as to what the topics will be. You will select one of the available topics upon which to write.

All papers must be handed in before or during class on the date they are due.

Late Papers

0 – 24 hours late: the grade will be reduced 3 points.

1 – 3 three days late: the grade will be reduced 6 points.

More than 3 days late: the grade will be reduced 15 points.

No late papers will be accepted after the scheduled date for makeup examinations.

Late papers must be turned in to the Office (447 PGH) or to me personally. Email copies will not be accepted.

Preview: If you wish, you may turn in your paper one (1) week prior to the due date and I will review it and provide written comments on your draft telling you how to improve the paper. You then may revise the paper and hand in the revision by the due date.

Plagiarism: All of the work you do in this course is expected to be your own. Cheating and plagiarism will not be tolerated. Plagiarism is the use of another person's words or ideas without giving credit to the other person. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct and handled according to university policy as defined in the University of Houston code of student conduct. If you have any questions about whether or not to footnote and give credit to another author, give credit.

For a confirmed or adjudicated instance of plagiarism, at a minimum, the student will receive a failing grade for that paper. An "F" in the class and expulsion from the university are also options. For complete information, in the *Student Handbook*, see Academic Policies, Academic Honesty, Article 3. [This may also be found at www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php].

9. PROCEDURAL QUALITY REQUIREMENTS FOR PAPERS: As a general rule, technical errors (i.e. typographical mistakes, misspellings, sloppy erasures, sentence fragments, etc.) totaling in number an amount greater than the number of pages in the paper, will result in grade penalties that become more severe as their frequency increases.

Moreover, papers which deviate significantly from acceptable form (i.e., incorrect or missing footnotes, incorrect or missing bibliography, incorrect or missing table of contents, etc.) will likewise be penalized. Proper form may be gleaned from a careful review and use of Kate Turbian's A Manual For Writers of Term Papers, the MLA Handbook for Writers of Research Papers, or other commonly used form guide.

Ensure that you review and follow the requirements in the handout "Writing a Comment". The handout contains the specific requirements for the Comment Paper. This may be found on BBV.

10. GRADING: The test and paper will be weighted as follows:

| | | |
|-------------|---------------|------------------|
| Exams 1-2 | 100 points ea | 200 points |
| Final Exam | 100 points | 100 points |
| Comments: 2 | 30 points ea | <u>60 points</u> |
| | | 360 points |

There is usually one opportunity for extra credit later in the semester, usually in November.

I do use the +/- grading system. The grade division will be no worse than:

| | |
|----|-----------|
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D | 60-69.99% |
| F | Below 60% |

Although 'curving' to a small degree has been occasionally done in the past, **DO NOT COUNT ON IT**. Dipping below the above divisions is primarily used to correct very minor inequalities in the system. It will not provide, e.g., a "B" to someone with a 75% cumulative grade. When done, curving is more often giving a C+ to someone with a 76.78% cumulative grade.

11. CLASS DECORUM AND ATTENDANCE POLICY: Students that do not come to class regularly usually do poorly on my tests. Yes, life is not fair. To do well on my tests, it helps to listen to me drone on and on about the assigned material and listen to boring stories about my life. Why this makes students do better on tests, I don't know, unless my tests also drone on and are boring.

Regardless, you are expected to attend class regularly. The class discussions will not always be a summary of the readings but generally will address in detail one or more concepts relevant to the topic. *The material addressed in class oftentimes will not be contained in the readings.* Thus, [and it is worth repeating] students with poor attendance likely will not do well in this class.

Although I do not regularly take attendance, I reserve the right to take attendance for class period at my discretion. If you come to a class extremely late or if you leave early, you will be marked as absent. If you miss more than three (3) class periods during the semester for which I have taken attendance, your grade will be reduced by three [3] percent. For six (6) total missed classes periods, your final grade will be reduced an additional 6 [six] percent. You grade will be reduced three [3] additional percentage point for each additional absence above six.

Students are expected to remain in the class for the entire duration of the class. If there is a valid reason that you must leave early, please tell me before class starts.

If you miss class, contact someone who attended class. Although the syllabus sets out the schedule of readings and other assignments, circumstances may necessitate changes. Any such changes will be announced in class. Whether regarding schedule changes or anything else having to do with the course, students will be held to have constructive knowledge of all class announcements.

Class Discussion: This course material is not the kind that will be easily understood or competently mastered by mechanically recording lecture notes for review and digestion prior to an exam. Class discussion is designed to foster critical thinking. Students should use the class discussions to synthesize the readings, the lecture material, and the ideas and opinions of classmates. Students are expressly encouraged to bring specific questions or newspaper articles regarding current events and issues in the law for discussion with the class. Disagreements on the subjects under discussion should and will not be allowed to devolve into arguments or personal criticisms.

Decorum: During class I would like to request that all students, as a matter of courtesy, **remove their hats, turn off their cell phones**, and refrain from eating. Bringing a soft drink or coffee to class is acceptable (although spills are always a problem). I also realize that for a very small number of students, this may be the only realistic time to eat lunch. If because of work or class schedules, this is the only time you have a real opportunity to eat, please do so. However, please use a little common sense with what you bring to eat and ensure that you clean up after yourself.

As mentioned, cell phones must be turned off. Answering calls, texting, tweetering, and other similar activities are forbidden. Other disruptive activities include (but are not limited to): reading newspapers, talking during lectures, sleeping, and insulting classmates. Efforts to disrupt the class experience of others may result in disciplinary action and a lowered grade.

12. STUDENT RESPONSIBILITIES: Each member of the class is expected to read the assigned material **prior** to class time. Thus, it is necessary that students attend class regularly (see the above policy regarding class absences).

You should also keep abreast of political events in the United States and the rest of the world. This means reading a **newspaper** regularly, watching the news on TV, and reading a weekly news magazine such as *Economist*, *Time*, or *U.S. News and World Report*.

Finally, in addition to **READING AND ATTENDING CLASS**, students are expected to **study and think** about the material to which they are exposed and to be prepared to write on and discuss the subject examined.

13. DISABILITY: Any student who feels that they may need assistance should inform the instructor at the beginning of the semester so that adequate arrangements can be made for appropriate disability related accommodations. The University of Houston is committed to providing reasonable accommodations for eligible students with disabilities including, but not limited to, students who have learning disabilities, health impairments, and psychiatric disabilities. For further information, contact the Center for Students with **DISABILITIES**.

14. LISTENING: According to research most people listen at a 25% efficiency level. Effective listeners process the information and give it meaning. Effective listening requires energy and a sincere desire to understand the message. To understand the meaning of a message requires a common understanding. If you don't understand what is said, ask questions to clarify. Also, be aware that your listening style may affect how you process information. Good styles can be analytical, supportive, and/or open-minded. Bad styles the opposite. A negative attitude about the presentation or subject (or instructor) can affect your listening behavior. Having a good listening style does not mean to believe or accept everything said. Recognize your predisposition and remain open-minded.

Daydreaming while someone speaks is a conscious decision. Eliminate daydreaming by staying mentally alert and being an active listener. Effective listeners display good posture, make eye contact, and offer nonverbal responses such as nodding in agreement. At a minimum, try not to snore. If you are easily distracted, plan ahead to diminish distractions. Put yourself in the best possible environment to listen effectively.

REQUIRED READINGS – All readings can be found on Blackboard Learn.

Aug 27

First day of classes: Comments on Course

| | |
|-----------|--|
| Aug 29 | Function of Law What is Law? Letter from Birmingham Jail Law in Economy and Society [Skim] |
| Sep 5 | The Myth of Moral Justice |
| Sep 10 | Categories of Law and Trials Lawmaking [Skim] |
| Sep 12 | The Lost Art of Drawing the Line |
| Sep 12 | Last day to drop a course without hours counting towards the enrollment cap and without receiving a grade |
| Sep 17 | The Sense of Injustice |
| Sep 19 | Law and Dispute Processing [Skim] Law and Politics [Reason in Politics] |
| Sep 24 | TEST 1 |
| Sep 26 | The Cultural Logic of a Political Crisis |
| Oct 1 | Adventures in Law and Justice Comment I Due |
| Oct 3/8 | Law and Social Control Deterrence Theory Symbolic Process in Public Designations of Deviance |
| Oct 10 | Ain't Nobody's Business |
| Oct 15 | Law and Social Change American Legal Culture |
| Oct 17 | Social Change and the Law of Industrial Accidents <i>The Jungle</i> , and the Background of the First Food and Drug Act |
| Oct 22 | Social Change Cases |
| Oct 24/29 | Silent Revolution: Changing Divorce Laws Unintended Consequences: The Divorce Revolution |
| Oct 31 | Test 2 |
| Nov 2 | Last day to drop with a 'W' |
| Nov 5 | Hollow Hope Prohibition |
| Nov 7/12 | Law and Inequality Unequal before the Law Woman and the Law Comment II Due |
| Nov 14 | The Legal Profession: |
| Nov 19 | Juries |

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|---------------|--|
| Nov 21-25 | Thanksgiving Holiday |
| Nov 26 | The Case Against Lawyers |
| Nov 28 | Selections from Huntington A Response to Huntington Mexifornia |
| Dec 3 | Same-sex Marriage, Abortion, Life/Death |
| Dec 5 | Course Review, Wrap Up. |
| Dec 10 | All TEST Makeups |
| Dec 17 | Final [2:00 – 4:00 pm] |