

LGST 10 Introduction to Legal Process

Sumer Session 2:
07/27/20 - 08/28/20

Instructor: Professor Villegas

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Officer Hours 10:00am-12:00pm Fridays (or by appointment)

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Course Description:

This course introduces the relationship between law and society, exploring principles of legal conduct in social contexts and explaining how social scientific methods are used to understand these principles. Law is inherently political, and politics changes the nature and function of law. Questions discussed include what is the relationship between the “law-on-the-books” and “law-in-action,” and what can we learn from gaps between formal law and the “real” law that is experienced in society? Empirical examples may include international comparisons and the evolution of law over time. This course counts toward the Scientific Inquiry: Society and Culture requirement.

Learning Outcomes:

Students will:

- 1) identify and apply the fundamental concepts and methods of the interdisciplinary field of Law and Society which explores the relationship between the individual and society. For example, students will develop knowledge of law, legal phenomena and legal institutions from a variety of academic perspectives.
- 2) know that law simultaneously plays complex constitutive, regulative and coercive roles in societal and individual domains.
- 3) know that there are simultaneously existing state and non-state legal systems.
- 4) develop written and oral communication skills to express informed opinions about issues in law and society.
- 5) examine how an individual’s place in society affects experiences, values or choices. For example, students will know that people in underserved communities need to overcome unique barriers in order to gain access to institutions of justice and to utilize the benefits of law and justice services.

Required Texts:

- 1) Calavita, K. (2016). *Invitation to Law & Society* (2nd edition). Chicago, IL: University of Chicago Press. ISBN: 9780226296586
***1st edition is acceptable.
- 2) Alexander, Michelle, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press, 2012.
***(Available for free online via UCSC Library)
- 3) Other readings available on Canvas or via links on the syllabus

Assessment & Assignments:

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| • Participation | 15% |
| • Midterm (8/10) | 25% |
| • Norms/Rules/Laws Assignment #1 (Due 8/2) | 10% |
| • Norms/Rules/Laws Assignment #2 (Due 8/16) | 20% |
| • Final Exam (6/12) | 30% |

Your skills in critical thinking and writing will be sharpened if you successfully

- Demonstrate active reading of the scholarly and other texts assigned;
- Evaluate competing arguments about the scope of law and its functions and limits; and
- Interpret current events in light of readings, lectures, and discussion.

Participation: Everyone will begin with 0 points in this area. You must attend class and clearly demonstrate your preparedness in order to improve from this starting point. We will also monitor active participation via Canvas Discussions. Your participation is crucial to your success in (and enjoyment of) this class. Class participation may be earned when well-prepared students who are thoroughly familiar with the assigned reading raise questions, identify topics of interest in the reading, respond to questions posed by the instructor or other students, and actively engage other students in the discussion. This includes attending class, being up-to-date and engaged with the material, asking and answering questions, and regularly participating in group discussions. Discussion will also take place on Canvas in forums.

Exams: The **two exams** are intended to ensure that you both understand and can apply the concepts introduced in the class. As a result, the exams will focus on your application, and not necessarily your memorization and recall, of course concepts. Each exam will be preceded by a student generated review session that requires you to post possible review questions on Canvas, prior to said sessions. Though we will have these review sessions, you should be asking questions about any aspect of the material that is unclear as the class meets—do not wait until the end of the quarter!

Norms, rules, laws assignment #1 asks you to select a private, semi-social, or fully social space and writing a short memo (**200-300 words**) explaining the Laws, Rules, & Norms that apply to your chosen space. To get you thinking, possible venues include differently situated bathrooms, locker rooms, dorm rooms, libraries, elevators, etc. **Write from both your experience, and from interviewing at least two other people about how they understand the laws, rules, and/or norms that govern your chosen space, the frequency, meaning, policing of, and reasons for their breach.** You may find it useful, but it is not required, to narrow your inquiry to one behavior or act in your chosen space. For example, in the bathroom, you could consider hand washing, flushing, drying hands, or using cell phones. No course texts need to be cited. This is an introductory assignment, but it serves as the vehicle to get you thinking about larger course themes, as well as how to proceed with your next, and far more significant assignment.

Norms, rules, laws assignment #2 requires you to collect **one photo per each of three course concepts (i.e. 1 for laws, 1 for rules, & 1 for norms)** to post on Canvas that will be accompanied by a **350-500 word per-photo** explanation linking the selected image to course concepts. In doing so, students must explicitly **cite from at least one course text per brief**.

*** Due to the COVID 19 Pandemic, you are not required to leave your home in order to this assignment. It is acceptable to use a photo you have previously taken, or find a photo online and use this instead, however you are still encouraged to think creatively, and critically about how each of these photos is linked to our course concepts.

A NOTE OF DECORUM & PRIVACY: Use a tight filter in terms of choosing what photos you will collect and post. DO NOT violate the privacy or will of others. If you are in a public space, you have far more leeway in taking photos, but if you are in something of a private space, you will need to seek permission. **If you feel that it would be a violation of privacy to have people's faces included, please edit them out in some capacity.** Finally, while this is meant to be an enjoyable assignment, it is an academic one, and it is thus subject to rigor and academic norms of acceptability. **Exercise your creativity, but do so in a productive way.**

*****All written assignments must be typed and have the final word count written at the top of the paper. ALL writing assignments are to be submitted via upload to Canvas in Word or PDF format only.**

Note: If you do not currently have Microsoft Word, UCSC provides the Microsoft Office 365 Suite for all students. You can learn more about how to download and install to your devices (computer, phone, tablet, etc.) [here](#).

Guidelines

Below are guidelines for the course. Everyone's enjoyment of the class will be greatly enhanced by these simple steps.

Teaching Assistants: Your teaching assistant for this course is Anthony Bencomo. Anthony will organize and facilitate discussion sections, evaluate your work, and hold office hours. We are fortunate to have his assistance.

Canvas

The following materials will be available on Canvas:

- This syllabus, and any changes made thereto;
- Additional readings and important handouts; and
- Relevant media articles and news events.

Office Hours: My office hours and the TA's are listed at the top of this syllabus, but we will both offer office hours via appointment if these times do not work for your schedule. We will use Zoom, the university's video chat facilitator to have synchronous office hour meetings. I strongly encourage you to ask questions in Canvas discussions as well! To schedule an office hours appointment you may email the TA or myself at the email addresses at the top of this syllabus. If you email me, please note that I will do my best to respond within 24 hours, but it may take multiple days for me to respond.

Please visit me in **office hours to discuss the course, readings, assignments, policies, real world political developments, career questions, sports, memes, etc.** I *greatly prefer* talking in-person (virtually) to emailing, so please take note of when my office hours are.

Late assignments will be penalized one grade for every calendar day (not class day) that they are late, and *will not be accepted* more than 3 calendar days/72 hours after they are officially due.

You are expected to extend the same degree of **courtesy and respect** to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think critically about what we discuss, and challenge or question what you disagree with in a respectful manner.

While will be using laptops &/or tablets in class for readings and discussions, I ask you to please remain engaged and to NOT use this technology outside of the aforementioned instances. You should not be checking your email, social media, or surfing the Internet while in class. While you might think that you can “multitask,” studies indicate that [this kind of multitasking impairs learning](#). Beyond this, [a study published in 2013](#) found that not only do multitasking students in a classroom do worse on a post class test on the material, so did the peers who could see the computer. Furthermore, a [study](#) that came out in June 2014 suggests that taking notes by hand rather than typing them on a laptop improves comprehension of the material. Finally, it is good to take breaks from our collective addictions to Facebook, Instagram, texting, compulsively checking email, etc.

This syllabus uses Helvetica font because it has been shown to be easier to read for individuals with dyslexia. **Whenever possible, course assignments have been designed using principles of universal design** in order to reduce barriers to learning.

If you are a **student with a disability** who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me, preferably before or during within the first week of the class. Please look at the course schedule and assignment descriptions thoroughly, and then meet with me to discuss any particular accommodations. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu

All work submitted for this course must be your own. Please consult The Navigator at reg.ucsc.edu/navigator to learn more about **academic integrity and plagiarism**, as well as Sections 102.01-102.016 and 105.15 of the UCSC Student Handbook at <http://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html> **Any plagiarism is unacceptable; all work should be your own or properly cited.** If you commit plagiarism your grade will be severely affected and you may fail the course. Furthermore, you may receive further punishment from the university.

Keep up with the news! – Students should keep up with current political events by reading articles published by major, reputable news sources. The functions of law are among the significant topics of our day. As you read newspapers and websites daily, think about how current events relate to the theories you are learning in the course. Send any articles or topics you would like to bring up in class to Professor Villegas or your TA. You may be asked in exams or assignments to relate current events to the themes of the course. With the 2020 Presidential campaign and major supreme court cases pending, there should be plenty to pay attention to!

Work to relate current political issues and events to course topics. All UCSC students are eligible for a free New York Times digital subscription. Read more about how to access this [here](#). Other news sources you may consider include: *The Economist*, *The Guardian*, *Wall Street Journal*, and *Washington Post*. BBC News online, and **your Local Newspaper**.

Note: Now more than ever it's important to support local journalism on the ground. Consider removing your adblocker when visiting local news sites, and subscribing if you have the means to afford a subscription.

Grading Guidelines:

Below is an evaluation of how the guidelines above typically translate into grades. We will use these standards, which are in place in other classes at UCSC and at other institutions, when judging your work.

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay engages the reader in the inquiry, convincingly answers opposing views, and is well organized and free from errors and flaws. The 'A' essay is outstanding in ideas and presentation.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' essay may have some outstanding qualities but it suffers from significant flaws which keep it from being an 'A'; or it may be all-around good work that is free of major problems, but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' essay meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' essay may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort, but it is so marred by serious problems that it cannot be considered a satisfactory paper. Essays without a readily identifiable thesis are liable to be marked 'D'.

F: Failing work, for example, a hasty, sloppy essay that shows little or no thought, effort, or familiarity with the text. The 'F' essay fails to respond to the topic given.

Grade Contestation. If you judge your grade to be inaccurate, you must wait at least one day after receiving your work before contacting the professor, so that you may re-read your work, and consider the comments and grade you were given. **After 24 hours, but within one week** of the first day papers/exams are returned to students, you may submit a **written** account of the reasons why you believe the grade to be inaccurate. Think critically about the strengths and weaknesses of your work and commit those thoughts to writing. Your TA will further elaborate on (and perhaps reconsider, either downward or upward) your grade in writing. If you are not persuaded, you may bring your paper and the dossier of correspondence between you and your TA to the professor who may reconsider your grade, upward or downward. The copy of your paper or exam that you submit to the professor must be the one originally graded by the TA, with her/his comments (not a copy).

Important Summer Session Remote 2020 Deadlines:

Session 1:

Drop: Monday, June 29

Request for "W": Friday, July 10

Session 2:

Drop: Monday, August 3

Request for "W": Friday, August 14

8-Week:

Drop: Monday, July 6

Request for "W": Friday, July 24

10-Week:

Drop: Monday, July 6

Request for "W": Friday, July 24

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Small Group Tutoring

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22nd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th**, no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: <https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content>

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear

the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

The instructor reserves the right to amend this syllabus as necessary to meet the educational needs of this course.