

Course Syllabus: Legal Studies 250 (SB, DU)
Introduction to Legal Studies
Fall 2023

This syllabus provides information about class policies and expectations. **You are responsible for reading it in its entirety, understanding it, and following it.** I reserve the right to change the syllabus at any point in the semester. If a change should occur, you will be notified via email and Blackboard.

Contact Information

Professor Christine (Chris) Bailey (she/her)

E-mail: cbailey@umass.edu

Office: Thompson 430

Office Hours: 12pm-2pm Tuesdays (via Zoom), or by appointment.

Zoom Link for Office Hours: <https://umass-amherst.zoom.us/j/3774223917>

Class Meetings

All classes are held asynchronously online via Blackboard

Blackboard Course Link: <https://uma.umassonline.net>

Course Overview

Traditional approaches to studying the law, such as those found in law schools, use a vocational perspective, emphasizing skills like advocating for a client or drafting a legal document. This class takes a different approach by providing an interdisciplinary exploration of law's relationship to contemporary society. To do this, we will consider how law shapes, and is shaped by, the social, political, and cultural contexts in which it exists. We will examine a host of topics, including the following: What is law? Who makes law? How do judges make decisions? What is law's relationship to society? How are laws enforced? Can law change society? How does law treat issues of race and ethnicity, social class, gender, sexual orientation, and nationality?

Course Objectives

This course is intended to foster analytical and critical thinking skills. We will discuss broad, interdisciplinary questions of individual responsibility, social morality, and justice, preparing students for a lifetime of learning about and questioning the role of law in society. The readings, lectures, films, writing assignments, and examinations are designed to meet core general education goals, including:

- Increase basic comprehension of fundamental questions, ideas, and methods of analysis in the social sciences
- Application of analytical, quantitative, qualitative, and critical thinking to frame questions, synthesize information, and develop awareness of the relationships among culture, self, and others
- Improve written communication skills, and develop and improve informational and technological literacy
- Learn interdisciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives

- Develop the ability to understand, articulate, and critically analyze diverse social, cultural, and political perspectives
- Demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world
- Gain knowledge of structural and cultural forces that shape or have shaped discrimination based on factors such as race, ethnicity, class, sexuality, or gender
- Explore and address questions that reflect multiple perspectives to develop a complex understanding of the world

This course fulfills both the Social and Behavioral Sciences (SB) and the United States Social and Cultural Diversity (U) general education requirements.

Course Materials

There is no textbook for this class. Instead, the course materials consist of book chapters, newspaper articles, readings from academic journals, podcasts, and videos. These materials are available on this course's Blackboard page <https://uma.umassonline.net>. The readings and course lectures are all required and are listed in the course schedule. Readings and course lectures for each week must be completed during the week they are assigned in the course schedule. I recommend reviewing the weekly materials in the order they appear in the syllabus. As this course is being held online and asynchronously, there is no weekly class time to discuss your questions about the material. If you have any questions about the course materials, please come to my office hours or email me at the email address listed in the Contact Information section of this syllabus.

You must read the syllabus, instructions for writing exam questions, and instructions for writing response papers during the first week of class. It is imperative you review these materials before you begin your first two writing assignments and the introductory quiz.

Course Design

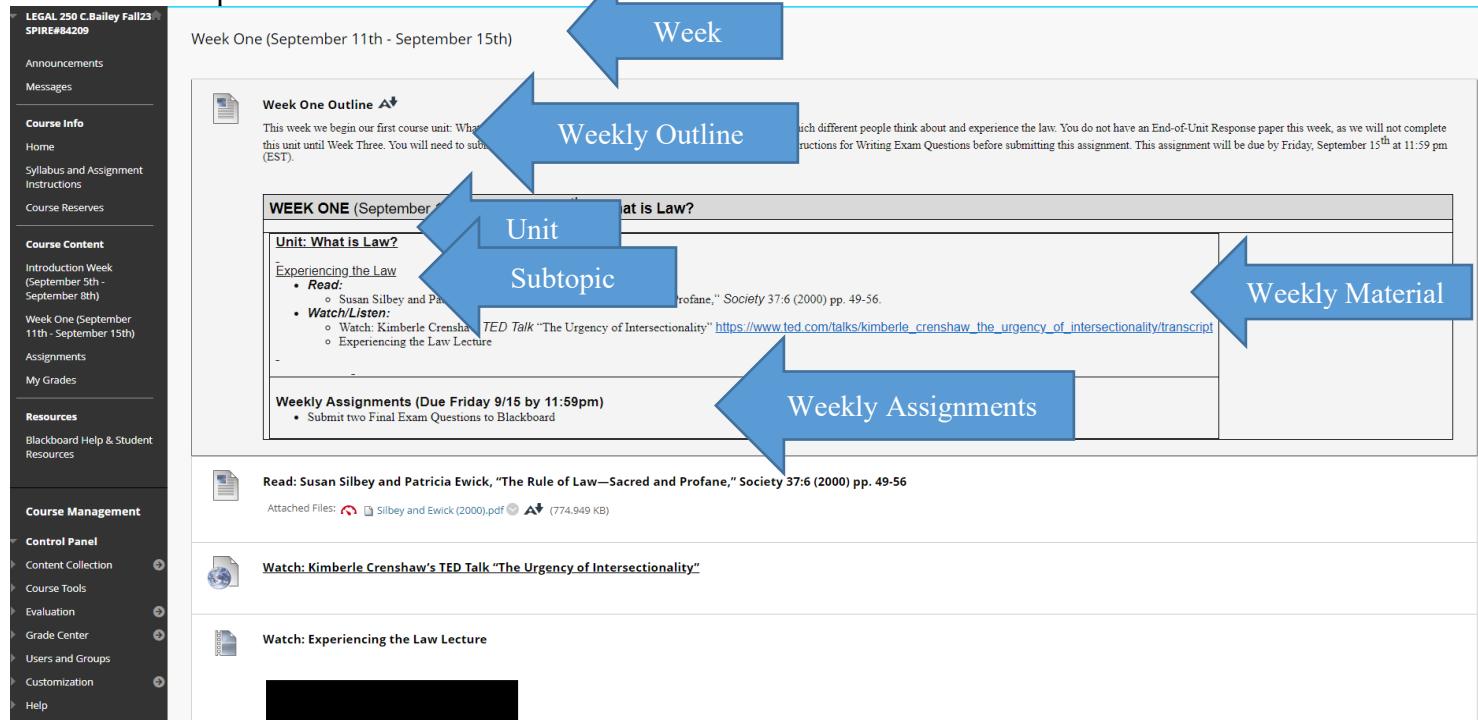
This course is an asynchronous online course. All course lectures, readings, and assignments will be available through Blackboard. Each week, you will read a series of articles and watch videos, and course lectures. Then, you will complete two weekly writing assignments. There will be a midterm-style examination half way through the semester. The midterm exam will consist of all material covered during the first six weeks of class. At the end of the course, you will submit a final project and take an online final examination. The final examination will be inclusive of all course material covered in the last six weeks of class. ***It is imperative you keep up with the readings, lectures, and assignments each week, as I do not accept late work.*** If you are struggling, do not hesitate to reach out to me.

Flow of Course

The course is divided into Weeks, Units, and Subtopics. Units are the big themes of the class -some Units will span multiple weeks. You will write a response paper at the end of each unit. More information on response papers is available on Blackboard and in the "Course Requirements" Section

of this syllabus. Subtopics are all underlined and involve detailed information regarding each Unit. Weeks run from Monday to Friday (except for holiday weeks). All assignments are due every Friday by 11:59 pm. You will not have a response paper due each week, but you will be responsible for submitting two exam questions to Turnitin each week. Be sure to follow the weekly outline when reviewing the course content each week. Begin with the readings, then watch the assigned videos or podcasts, and watch the lecture for each subtopic. I recommend reviewing the course materials in the order listed in the syllabus and on the Weekly Outline. You MUST review the assigned course materials and lectures BEFORE writing your weekly assignments.

Here is an example week:



Readings, Videos and Podcasts, and Lectures are all below the Weekly Outline. The assignment submission links are all located below the course materials for each week.

- o Susan Silbey and Patricia Ewick, "The Rule of Law—Sacred and Profane," *Society* 37:6 (2000) pp. 49-56.
- **Watch/Listen:**
 - o Watch: Kimberle Crenshaw *TED Talk* "The Urgency of Intersectionality" https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript
 - o Experiencing the Law Lecture

Weekly Assignments (Due Friday 9/15 by 11:59pm)

- Submit two Final Exam Questions to Blackboard



Read: Susan Silbey and Patricia Ewick, "The Rule of Law—Sacred and Profane," *Society* 37:6 (2000) pp. 49-56

Attached Files: [Silbey and Ewick \(2000\).pdf](#) [Silbey and Ewick \(2000\).mp4](#) (774,949 KB)

Link to Assigned Reading



Watch: Kimberle Crenshaw's TED Talk "The Urgency of Intersectionality"

Link to Assigned Video



Watch: Experiencing the Law Lecture



Lecture Video

- Download video file: [Experiencing the Law Lecture.mp4](#)



Complete: Introduction Week Exam Questions

Be sure to read the "Instructions for Writing Exam Qu

ard before you write your exam questions!

Assignment Submission Link

Course Requirements and Grading

Grading Breakdown

- Introductory Quiz: 5%
- Weekly Exam Questions: 15%
- Response Papers: 30%
- Midterm Exam: 15%
- Final Project: 20%
- Final Exam: 15%

Introductory Quiz (5%)

DUE: Friday, 9/8 by 11:59 pm (EST)

After reviewing the course materials for the first week, you will take a short quiz. The quiz is posted on Blackboard. This quiz is not designed to "test" your knowledge of the first week's materials, but rather presents an opportunity for me to get to know you. You'll answer questions about yourself, why you decided to take this course, and what topics you would like to see covered in the course. You'll also be given an opportunity to ask me any questions you'd like me to answer about myself or the course. The quiz is posted under the introductory week section of the course on Blackboard.

Weekly Exam Questions (15%)

DUE: Weekly every Friday by 11:59 pm (EST)

Each week you will create two exam questions that could be used on the final exam. These questions can be written in multiple choice, true/false, or short-answer format and can focus on any topic from the information covered that week. You must be sure to include an answer key with your submission. Questions can be submitted through the weekly link in Blackboard. The bank of these questions will be used, in part, to write the midterm and final exams and will also serve as a partial study guide for the midterm and final exams. This assignment serves as your class participation grade, rather than posting and replying to an online discussion board. Detailed instructions can be found on Blackboard. You must read these instructions before completing your first set of exam questions.

End-of-Unit Response Papers (30%)

DUE: See due date schedule below project description

At the end of each learning unit, you will write a three page, double-spaced response paper responding to the writing prompt. There are six units in this course, thus, you will be responsible for six short response papers. These response papers serve as your discussion section for the course. Response papers should make use of all the readings and course material for the unit. This is your opportunity to show you have read all materials and to demonstrate your understanding of the key concepts and ideas presented in the course materials, and to share your thoughts and critical reflections on how the readings are related to each other. These papers should not just summarize the arguments and information presented but need to respond thoughtfully to the writing prompt. Response papers must be in 12 pt Calibri or Times New Roman Font with 1-inch margins. Proper citations are required for this assignment. It is imperative you use academically acceptable sources for this project. A list of acceptable sources and detailed instructions can be found on Blackboard. You must read these instructions before completing your first response paper.

End-of-Unit Response Paper Due Dates:

- **Response Paper #1: What is Law?** DUE: Friday, September 29th by 11:59 pm (EST)
- **Response Paper #2: Who Makes the Law?** DUE: Friday, October 6th by 11:59 pm (EST)
- **Response Paper #3: Legal Decision-Making.** DUE: Friday, October 20th by 11:59 pm (EST)
- **Response Paper #4: The Enforcement of Law.** DUE: Friday. November 3rd by 11:59 pm (EST)
- **Response Paper #5: Perspectives on the Law.** DUE: Friday, November 17th by 11:59 pm (EST)
- **Response Paper #6: Can Law Change Society?** DUE: Friday, December 8th by 11:59 pm (EST)

Midterm Exam (15%)

DUE: Friday 10/20 by 11:59 pm (EST)

A midterm-style exam will be given during the Third Week of the semester. *The exam will be available online via Blackboard beginning on Tuesday, October 17th and will close on Friday, October 20th.* The exam will consist of multiple-choice questions, short answer, matching, fill-in-the-blank, and true/false questions. Exam questions will be submitted each week by students. Some of

these questions will be used to write the final exam.

Final Project: 20%

DUE: See due date schedule below project description

You must submit a final project for this course. Final projects can take any form. You can write a traditional term paper or choose from one of the options listed in the Final Project Instructions. All final projects must use at least 5 sources from this course, and 5 sources from outside research. It is imperative you use academically acceptable sources for this project. A list of acceptable sources and detailed instructions can be found on Blackboard. You must read these instructions before writing your topic and outline assignment. There are **three assignments** affiliated with this final project. In order to receive full credit for your final project, **you must turn in all three assignments.** *During Week Five (10/13), you will submit a Final Project Topic and Outline* that identifies which of the options for your final project you are going to use, what your topic is, and a brief outline of your project. The Topic and Outline is worth 20% of your overall final project grade. *During Week Twelve (12/1), you will submit a complete Rough Draft* of the final project. The Rough Draft is worth 20% of your final project grade. *The Final Draft of the final project is due during the final week of class by 11:50 pm on 12/15.* The Final Draft is worth 60% of your final project grade.

Final Project Important Due Dates:

- **Final Project Topic and Outline (20%):** Due Friday, 10/13 by 11:59 pm (EST)
- **Rough Draft (20%):** Due Friday, 12/1 by 11:59 pm (EST)
- **Final Project (60%):** Due Friday, 12/15 by 11:59 pm (EST)

Final Exam (15%)

DUE: Friday, 12/15 by 11:59 pm (EST)

A final exam will be given during the last week of the semester. *The exam will be available online via Blackboard beginning on Monday, December 11th and will close on Friday, December 15th.* The exam will consist of multiple-choice questions, short answer, matching, fill-in-the-blank, and true/false questions. Exam questions will be submitted each week by students. Some of these questions will be used to write the final exam.

Grades will be computed on the following basis:

94-100% = A

90-93% = A-

86-89% = B+

83-85% = B

80-82% = B-

76-79% = C+

73-75 % = C

70-72% = C-

66-69% = D+

60-65% = D

< 60% = F

Calendar of Major Assignments

- **Final Project Topic and Outline:** Due Friday, 10/13 by 11:59 pm (EST)
- **Midterm Exam:** Due Friday, 10/20 by 11:59 pm (EST)
- **Final Project Rough Draft:** Due Friday, 12/1 by 11:59 pm (EST)
- **Final Exam:** Due Friday, 12/15 by 11:59 pm (EST)
- **Final Project Final Draft:** Due Friday, 12/15 by 11:59 pm (EST)

Communication

Email is the preferred form of communication for this course. Please ensure you check your university email frequently, so you do not miss important announcements or communications. I will also post announcements and updates to the course on Blackboard. If you have any questions regarding readings, assignments, exams, or anything related to this course, please email me at the address listed in the Contact Information section on this syllabus. Please be sure to consult the syllabus and course materials on Blackboard prior to emailing me, as many of your questions can be answered using these resources. I will check email multiple times per day and will respond to your emails as promptly as possible. Please be patient in waiting for responses as it may take 24-48 hours for a response email. I also do not check my email as frequently over the weekends, so please keep this in mind.

Office Hours

As this is an online asynchronous course, office hours will be held by appointment and online via zoom. The link to the office hours room can be found in the Contact Information section of this syllabus. If you would like to schedule a meeting with me, please send an email request to me at the email address provided in the Contact Information section of this syllabus.

Statement Regarding Disabilities

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. For further information, please visit Disability Services (<https://www.umass.edu/disability/>)

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar

with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/). Please also note unauthorized and unattributed use of AI-generated writing, such as ChatGPT, does qualify as plagiarism and is strictly prohibited. Instances of unauthorized use of AI-generated writing will be reported and referred to the Department Chair and/or the Dean of Students Office.

Copyright, Note Selling, and Recordings

The lectures and course materials, including lecture slides, assignments, tests, outlines and similar materials are protected by U.S. copyright laws and by university policy. You may take notes and make copies of course materials for your own use in this class. You may also share those materials with another student who is registered and enrolled in this course. You may NOT reproduce, distribute, upload, or display any lecture notes or recordings or course materials in any other way—whether or not a fee is charged – without my express written consent. If you do so, you may be subject to disciplinary action under the UMass Code of Student Conduct. This does not pertain to accommodations under the Americans with Disabilities Act (ADA), although recordings or sharing of course materials and notes for ADA accommodations should not be distributed beyond the students receiving the accommodations. Similarly, you own the copyright to your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. Students may not record this course without the permission of the instructor.

Name and Pronouns

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of non-binary pronouns (such as “they/them”). Class rosters have a student’s legal first name, unless they have entered a preferred/chosen first name on Spire. You may also enter your preferred pronouns on Spire (a student is not obligated to provide their pronouns, though). A student’s chosen name and pronouns should be respected at all times in the classroom.

Syllabus Stipulation

This syllabus provides information about class policies and expectations. **You are responsible for reading it, understanding it, and following it.** I reserve the right to change the syllabus at any point in the semester. If a change should occur, you will be notified via email and Blackboard.

Course Schedule

Readings, Films, Podcasts, and Lectures

INTRODUCTION (Sept 5th – Sept 8th): Course Introduction

Course Introduction

- ***Read:***
 - Course Syllabus
 - Instructions for Writing Exam Questions
 - Instructions for Writing Response Papers
- ***Watch/Listen:***
 - Course Introduction Video

Weekly Assignments (Due Friday 9/8 by 11:59 pm)

- Take Introductory Quiz

WEEK ONE (September 11th – September 15th): What is Law?

Unit: What is Law?

Experiencing the Law

- ***Read:***
 - Susan Silbey and Patricia Ewick, “The Rule of Law—Sacred and Profane,” *Society* 37:6 (2000) pp. 49-56.
- ***Watch/Listen:***
 - Watch: Kimberle Crenshaw *TED Talk* “The Urgency of Intersectionality” https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript
 - Experiencing the Law Lecture

Weekly Assignments (Due Friday 9/15 by 11:59pm)

- Submit two Final Exam Questions to Blackboard

WEEK TWO (September 18th – September 22nd): What is Law? (Continued)

Unit: What is Law? (Continued)

Natural Law Theory (I)

- **Read:**
 - Martin Luther King, Jr., “Letter from a Birmingham City Jail” April 16, 1963, https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- **Watch:**
 - Natural Law Theory Part I Lecture

Legal Positivism

- **Read:**
 - Hart, H.L.A. 1958. “Positivism and the Separation of Law and Morals.” Harvard Law Review 71: 594-624 (read selected excerpts).
- **Watch:**
 - Legal Positivism Lecture

Weekly Assignments (Due Friday 9/22 by 11:59 pm)

- Submit two Final Exam Questions to Blackboard

WEEK THREE (September 25th – September 29th): What is Law? (Continued)

Unit: What is Law? (Continued)

Natural Law Theory (II)

- **Read:**
 - Excerpt from Lon Fuller, The Morality of Law, Yale University Press: New Haven CT (1969) pp. 33-44.
- **Watch:**
 - Natural Law Theory (II) Lecture

Legal Consciousness Theory

- **Read:**
 - Hendrik Hartog, “Pigs and Positivism” Wisconsin Law Review pp. 899-936 (1985)
 - Sarat, Austin, and William L. F. Felstiner. 1989. “Lawyers and Legal Consciousness: Law Talk in the Divorce Lawyer’s Office.” Yale Law Journal 98: 1663-1688. (You can skip over the footnotes).
- **Watch:**
 - Legal Consciousness Lecture

Weekly Assignments (Due Friday 9/29 by 11:59 pm)

- Submit two Final Exam Questions to Blackboard
- Submit End-of-Unit Response Paper #1

You MUST read Instructions for writing Response Papers BEFORE writing and submitting the assignment!

WEEK FOUR (October 2nd – October 6th): Who Makes the Law?

Unit: Who Makes the Law?

Legislatures, Administrative Agencies, and Courts

- **Read:**
 - US Constitution, Article I (pay particular attention to Sections 7-10)
<https://constitutioncenter.org/the-constitution/articles/article-i>
 - Rudalevige, Andrew. 2020. “On DACA, the Supreme Court Tells Trump: You Have to Follow the Rules to Change the Rules,” *Washington Post*, June 19.
- **Watch/Listen:**
 - “A Dave in Court,” *This American Life* (~ 19 minutes)
<https://www.thisamericanlife.org/611/vague-and-confused/act-two-0>
 - Legislatures, Administrative Agencies, and Courts Lecture

Selecting Judges

- **Read:**
 - Novkov, Julie. 2019. “The Troubled Confirmation of Brett Kavanaugh.” In *SCOTUS 2018: Major Decisions and Developments of the US Supreme Court*. London, UK: Palgrave Macmillan.
 - Zengerle, Jason. 2018. “How Trump is Remaking the Courts,” *New York Times*, August 22. <https://www.nytimes.com/2018/08/22/magazine/trump-remaking-courts-judiciary.html>
 - Collins, Paul M., Jr., and Artemus Ward. 2021. “Should the Supreme Court have Term Limits?,” *The Conversation*, July 6. <https://theconversation.com/should-the-supreme-court-have-term-limits-159620>
 - Bonneau, Chris W. 2011. “Why We Should Keep Judicial Elections,” *Washington Post*, May 26. https://www.washingtonpost.com/opinions/why-we-should-keep-judicial-elections/2011/05/26/AGt08HCH_story.html
- **Watch/Listen:**
 - Life of the Law podcast: “Judges v. Attack Ads” (~18 minutes)
<https://www.lifeofthelaw.org/2016/11/judges-v-attack-ads/>
 - Selecting Judges Lecture

Weekly Assignments (Due Friday 10/6 by 11:59pm)

- Submit two Final Exam Questions to Blackboard
- Submit End-of-Unit Response Paper #2

WEEK FIVE (October 9th – October 13th): Legal Decision Making

Unit: Legal Decision Making

Precedent and Legal Reasoning

- **Read:**
 - Llewellyn, Karl N. 1951. *The Bramble Bush: On Our Law and Its Study*. Dobbs Ferry, NY: New York: Oceana Publications (read selected excerpts).
 - Frank, Jerome. 1930. “The Judging Process and the Judge’s Personality.” In *Law and the Modern Mind*. New York: Brentano’s (read selected excerpts).
- **Watch:**
 - Precedent and Legal Reasoning Lecture

Extra-Legal Influences

- **Read:**
 - Harris, Allison P., and Maya Sen. 2019. “Bias and Judging.” *Annual Review of Political Science* 22: 241-259.
- **Watch:**
 - Extra Legal Influences Lecture

Final Project

- **Read:**
 - Instructions and Options for Final Project
 - Final Project Topic and Outline Instructions
- **Watch:**
 - Final Project Instruction Video

Weekly Assignments (Due Friday 10/13 by 11:59 pm)

- Submit two Final Exam Questions to Blackboard
- Submit Final Project Topic and Outline***

You MUST read the “Instructions and Options for Final Project” and the “Final Project Topic and Outline Instructions,” and watch the “Final Project Instruction Video” BEFORE writing and submitting this assignment!

WEEK SIX (October 16th- October 20th): Legal Decision Making (Continued) & Midterm Examination

Unit: Legal Decision Making (Continued)

Juries

- **Read:**
 - Butler, Paul. 2011. "Jurors Need to Know That They Can Say No," *New York Times*, December 20. <https://www.nytimes.com/2011/12/21/opinion/jurors-can-say-no.html>
 - Benforado, Adam. 2015. "Reasonable Doubts About the Jury System," *The Atlantic*, June 16. <https://www.theatlantic.com/politics/archive/2015/06/how-bias-shapes-juries/395957/>.
- **Watch/Listen:**
 - Suja A. Thomas' TED talk "What Happened to Trial by Jury" (~4 minutes) <https://ed.ted.com/lessons/what-happened-to-trial-by-jury-suja-a-thomas>
 - Unconscious Bias Among Jurors <https://www.youtube.com/watch?v=2SqtsQEJq3A> (~11 minutes)
 - Life of the Law Podcast, "Jury Nullification," (~12 minutes). <http://www.lifeofthelaw.org/2014/06/jury-nullification/>
 - Juries Lecture

Weekly Assignments (Due Friday 10/20 by 11:59pm)

- Submit two final exam questions to Blackboard
- Submit End-of-Unit Response Paper #3
- Take Midterm Examination

WEEK SEVEN (October 23rd- October 27th): The Enforcement of Law

Unit: The Enforcement of Law

Policing, Discretion, and Legitimacy

- **Read:**
 - Goldstein, Herman. 2005. "Confronting the Complexities of the Policing Function." In *Before the Law: An Introduction to the Legal Process*. Boston: Houghton Mifflin.
 - Venkatesh, Sudhir. 2008. "How Cops Really Want to Police," *New York Times*, June 18. <https://freakonomics.com/2008/06/18/how-cops-really-want-to-police/>
- **Watch/Listen:**
 - *Inside the Hunt for the Boston Bombers* (~45 minutes). A link to the film is posted on Blackboard in the UMass Library Course Materials section.
 - Chip Huth's TEDxTacoma talk "The Importance of Mindset in Policing" (2015) (~10 minutes) https://www.youtube.com/watch?v=4_29TS6jjsA&feature=youtu.be
 - Life of the Law Podcast, "The Stop" (~14 minutes) <https://www.lifeofthelaw.org/2015/10/the-stop/>
 - Police, Discretion, and Legitimacy Lecture

Weekly Assignments (Due Friday 10/27 by 11:59pm)

- Submit two final exam questions to Blackboard

WEEK EIGHT (October 30th- November 3rd): The Enforcement of Law (Continued)

Unit: The Enforcement of Law (Continued)

Police Accountability and Reform

- **Read:**
 - Thomson-DeVeaux, Amelia, Nathaniel Rakich, and Likhitha Butchireddygari. 2020. “Why it’s So Rare for Police to Face Legal Consequences,” *fivethirtyeight.com*, June 4. <https://fivethirtyeight.com/features/why-its-still-so-rare-for-police-officers-to-face-legal-consequences-for-misconduct/>
 - Williams, Timothy, and Mitch Smith, 2018. “\$16 Million vs. \$4: In Fatal Police Shootings, Payouts Vary Widely,” *New York Times*, June 28. <https://www.nytimes.com/2018/06/28/us/police-shootings-payouts.html>
 - Greenhouse, Steven. 2020. “How Police Unions Enable and Conceal Abuses of Power,” *The New Yorker*, June 18. <https://www.newyorker.com/news/news-desk/how-police-union-power-helped-increase-abuses>
 - Executive Summary, *Final Report of the President’s Task Force on 21st Century Policing*, http://www.americanbarfoundation.org/uploads/cms/documents/executive_summary_policing_task_force.pdf.
 - “Hiring More Black Officers Won’t Change ‘Racialized’ Police Culture: Study,” *thecrimereport.org*, July 28, 2020. https://thecrimereport.org/2020/07/28/community-policing-racial-diversity-not-enough-to-curb-officer-violence-study/?mc_cid=bb8f69c2bf&mc_eid=6241b03aa3
 - Iglesias, Matthew. 2020. “8 Can’t Wait, Explained,” *Vox*, June 5, <https://www.vox.com/2020/6/5/21280402/8-cant-wait-explained-policing-reforms>
- **Watch:**
 - Police Accountability and Reform Lecture

Punishment and Deterrence

- **Read:**
 - Jones, Andrea. 2014. “The Nation’s Shame: The Injustice of Mandatory Minimums,” *Rolling Stone*, October 7. <https://www.rollingstone.com/politics/politics-news/the-nations-shame-the-injustice-of-mandatory-minimums-46729/>
- **Watch/Listen:**
 - Hidden Brain, “How A Theory of Crime and Policing Was Born, and Went Terribly Wrong.” (~30 minutes) <https://www.npr.org/2016/11/01/500104506/broken-windows-policing-and-the-origins-of-stop-and-frisk-and-how-it-went-wrong>
 - Punishment and Deterrence Lecture

Weekly Assignments (Due Friday 11/3 by 11:59pm)

- Submit two final exam questions to Blackboard
- Submit End-of-Unit Response Paper #4

WEEK NINE (November 6th – November 10th) Perspectives on the Law

Unit: Perspectives on the Law

The Theoretical Tradition of Max Weber

- **Read:**
 - Trubek, David M. 1972. "Max Weber on Law and the Rise of Capitalism." *Wisconsin Law Review* 1972: 720-753.
- **Watch:**
 - Theoretical Tradition of Max Weber Lecture

The Theoretical Tradition of Karl Marx

- **Read:**
 - Hunt, Alan. 2010. "Marxist Theory of Law." In *A Companion to Philosophy of Law and Legal Theory*, 2nd ed. West Sussex, UK: Blackwell Publishing.
 - Galanter, Marc. 2005. "Why the Haves Come Out Ahead." In *Before the Law: An Introduction to the Legal Process*. Boston: Houghton Mifflin.
 - Pershbacker, Rex R., and Debra L. Bassett. 2005. "The End of Law." In *Before the Law: An Introduction to the Legal Process*. Boston: Houghton Mifflin
- **Watch/Listen:**
 - *Frontline* Documentary *The Plea* (~90 minutes)
<https://www.pbs.org/video/frontline-the-plea/>
 - Theoretical Tradition of Karl Marx Lecture

Weekly Assignments (Due Friday 11/10 by 11:59pm)

- Submit two final exam questions to Blackboard

WEEK TEN (November 13th – November 17th): Perspectives on the Law (continued)

Unit: Perspectives on the Law

The Theoretical Tradition of Emile Durkheim

- **Read:**
 - Erickson, Kai. 1963. *Wayward Puritans: A Study in the Sociology of Deviance*. New York: John Wiley and Sons (read selected excerpts).
 - Liptak, Adam. 2021. "Supreme Court Rules Against Union Recruiting on California Farms," *New York Times*, June 23.
<https://www.nytimes.com/2021/06/23/us/supreme-court-unions-farms-california.html>.
 - Millhiser, Ian. 2021. "The Sweeping Implications of the Supreme Court's New Union-Busting Case," *Vox*, March 15. <https://www.vox.com/22323888/supreme>

[court-cedar-point-nursery-hassid-farm-workers-union-property-rights-takings-clause.](#)

- **Watch:**
 - The Theoretical Tradition of Emile Durkheim Lecture

Critical Legal Studies

- **Read:**
 - Davis, Peggy C. 2014. "Law as Microaggression." *Yale Law Journal* 98: 1559-1577.
 - Bazelon, Lara. 2018. "What it Takes to be a Trial Lawyer if You're Not a Man." *The Atlantic*, September 15. <https://www.theatlantic.com/magazine/archive/2018/09/female-lawyers-sexism-courtroom/565778/>.
- **Watch/Listen:**
 - *The Crits* (~22 minutes) <https://vimeo.com/549345957/e33a7f11b1>
 - Critical Legal Studies Lecture

Weekly Assignments (Due Friday 11/17 by 11:59pm)

- Submit two final exam questions to Blackboard
- Submit End-of-Unit Response Paper #5

WEEK ELEVEN (November 20th – November 21st): Rough Draft Working Week

Rough Draft Working Week

- **Read:**
 - Instructor Feedback from Final Project Topic and Outline (Detailed comments can be found in the Turnitin assignment)
 - Instructions for Writing Rough Draft

Weekly Assignments

- Begin writing your Final Project Rough Draft

NOTE: You MUST read the Instructor Feedback from the Final Project Topic and Outline AND Instructions for Writing Rough Draft before writing and submitting this assignment. Your rough draft will be due next Friday (12/1)

THANKSGIVING BREAK (11/22-11/26)

WEEK TWELVE (November 27th – December 1st): Can Law Change Society?

Unit: Can Law Change Society?

School Desegregation

- **Read:**
 - Rosenberg, Gerald N. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press (read Chapter 1).
 - *Brown v. Board of Education* (1954).
 - Stancil, Will. 2018. “Is School Desegregation Coming to an End?,” *The Atlantic*, February 28. <https://www.theatlantic.com/education/archive/2018/02/a-bittersweet-victory-for-school-desegregation/554396/>
- **Watch/Listen:**
 - *The Road to Brown* (~56 minutes). A link to the film is posted on Blackboard in the UMass Library Course Materials section.
 - School Desegregation Lecture Part I
 - School Desegregation Lecture Part II

Weekly Assignments (Due 12/1 by 11:59pm)

- Submit two final exam questions to Blackboard
- Submit Final Project Rough Draft

****You MUST read the instructor feedback from your Final Project Topic and Outline AND the instructions for Final Project rough draft BEFORE writing and submitting your paper****

WEEK THIRTEEN (December 4th – December 8th): Can Law Change Society (Continued)

LGBTQ Rights

- **Read:**
 - Thomas M. 2009. “Beyond Backlash: Assessing the Impact of Judicial Decisions on LGBT Rights.” *Law & Society Review* 43: 151-185.
- **Watch:**
 - The Case Against 8 (Course Reserves)
 - LGBTQ Rights Lecture

Weekly Assignments (Due 12/8 by 11:59pm)

- Submit two final exam questions to Blackboard

- Submit End-of-Unit Response paper #6

WEEK FOURTEEN (December 11th – December 15th): Final Exam and Final Projects**Assignments (Due 12/15 by 11:59pm)**

- Take Final Exam
- Submit Final Project

Extra Credit Assignment: Congratulations! You have read the entire syllabus as instructed! Your reward is two points of extra credit. To Redeem your extra credit, you must send an email to the instructor with the subject line “Syllabus Extra Credit.” Attach a photo to the email that depicts your favorite legal/law-related figure. This can be a politician, civil rights attorney, social movement leader, judge, or legal theorist. ***Note: this is only available during the week the syllabus is assigned reading!***