**POL 1090 01: Law, Politics, and Society**

**Fall 2025**

**Instructor**: Dr. Andrew Smith

**Course Modality:** Traditional Face-to-Face

**Class Time**: Tuesdays and Thursdays, 2:00 – 3:20 PM

**Class Location**: Clifton Court Hall 1170

**Drop-In Hours**: Mondays and Wednesdays, 1:00 – 3:00 PM

**Office Location**: Clifton Court Hall 1000

**Virtual Drop-In Hours**: Mondays and Wednesdays, 1:00 – 3:00 PM

**Virtual Drop-In Link**: Canvas, in Course Materials

**Email**: smit26aw@ucmail.uc.edu

**Phone**:

***Course Description***

 This course will introduce students to the Law & Society field, with a focus on the politics of law. It will explore the civic and cultural traditions of law, as well as the legal and ethical frameworks that influence decision-making in politics and society. The course will give particular attention to how law and legal institutions are connected to citizenship and political culture. A primary focus will be to analyze the relationship between politics and law, considering the ways this relationship structures and influences issues of identity, status, rights, and responsibilities. In the course, students will examine political and legal materials to understand their connections to the course themes. Examples of the materials to be analyzed include legal history and philosophy, legal documents and court decisions, as well as legislative and executive actions, political messaging, and public opinion. Primary attention will be given to the U.S. context, though legal institutions and rights across different cultures and societies will be examined. Throughout, topics that deal with political, social, economic, and philosophical aspects of law will illuminate the course’s themes across time and space. The course will also analyze, as case studies, the relationship between race and the politics of law, looking at election law, mass incarceration, and civil rights, among other topics.

***Course Objectives***

At the end of this course, students should be able to:

1. Understand and explain the structure of the American legal system and how this compares to international systems.
2. Explain how the law and the legal system promote and inhibit citizenship.
3. Identify the ways American culture has affected the legal system and the politics of law.
4. Trace the evolution of enduring legal themes in decision-making and broader society.
5. Analyze how law, politics, and culture influence each other, within various contexts.
6. Explain current controversies in law and politics, identifying their causes and constraints.

TRANSFERRABLE SKILLS: This course will cultivate a variety of transferrable skills useful to your personal, civic, and professional development. They include:

1. **Critical Thinking** – defining, investigating, and analyzing problems, particularly those related to law and public policy.
2. **Written Expression** – writing clearly, effectively, and persuasively.
3. **Societal and Individual Knowledge** - understanding the interaction between human behavior and governing institutions.
4. **Citizenship Principles** - developing an understanding of governing processes, individual participation in government, and diverse viewpoints.
5. **Data-Based Reasoning** - learning how to interpret, analyze, and evaluate qualitative and quantitative data.

***Required Readings***

Lippman, Matthew. 2025. *Law and Society* 4th Edition. Sage Press. Please use the 4th edition of this textbook, as the chapter contents will match up with what we’re discussing in class and the statistics are more up-to-date. Otherwise, you are free to purchase used or new, use an e-book version, or rent.

In addition to the textbook, we will examine various peer-reviewed articles, court cases, and excerpts from other scholarly works, all of which you must read to successfully complete this course. Unless otherwise noted, these readings will be posted to Canvas, in their respective learning modules in the “Course Materials” section. **All required readings for a learning unit, including the textbook, should be completed prior to coming to class**.

***Grade Breakdown***

Exam 3: 25%

Peer Evaluation Grade: 15%

Research Paper – Group Grade: 15%

Exam 2: 15%

Segments of Final Research Paper: 10% total

Exam 1: 10%

Group Discussion: 10%

***Grades and Grading***:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (59 or lower)

***PowerPoints and In-Class Technology***

The course is designed to be a “flipped” course. What this means is that some lectures will be presented only on Canvas, and some lectures will be in-class. Those lectures which are flipped will be denoted in the syllabus. Flipped lectures are mostly designed to educate you on basics definitions and concepts, while class lectures are designed to explore controversies and modern issues in more depth (and to allow you ample opportunity to ask questions and make comments on the material). Flipped lectures will be posted in their respective learning module in Canvas no later than 24 hours before each class. To encourage attendance, **in-class lectures will not be posted, period.**

***Group Assignments and Peer Evaluations***

The group assignments will be made at the beginning of the semester, and it is expected that the group will meet regularly. Under your group page, there are links in which to upload your notes, email one another, and otherwise collaborate with one another (this is also what I will use to check your progress). You are free to use other tools not shown in the group page, such as using Zoom for distance meetings. Problems or issues between group members are to be resolved by the group itself, but if the issue cannot be resolved (or a member’s actions are so egregious that in-group resolution is impossible), it is to be reported to me, and I will take decisive action. Group members consistently reported to me for failing to contribute will receive a lower grade on the final paper than their colleagues. The group assignment grades are based on a combination of the grade your group receives for the research paper, the group discussions, the grades your group receive for the segments of the research paper, and your group’s evaluation of your personal contributions to the research paper.

The peer evaluation grade, worth 15% of your overall average, is the average score assigned to you by the other group members for your contributions to these group assignments. This score is based on the effectiveness of your contribution to the assignments (regular communication with the group members, meaningful assistance with writing the research paper, etc.). You must fill out a peer evaluation for each group member, using the form provided on Canvas, in the Group Assignments folder. **Failure to submit a peer evaluation for each group member will result in a zero for your peer evaluation.** **The peer evaluation of each group member is due by 11:59 PM on December 12th.** For the specific grading rubric for the individual grade, please see the “Course Materials” folder in Canvas.

It is strongly recommended that no group member “specialize” in a specific segment of the research paper: you will find that inevitably one member contributes significantly more/less than the others, and your grade will be lower if only one member does one section and does a poor job. It is advisable that you divide the workload fairly among one another (everybody does a portion of the research, everybody writes part of the paper and discussion notes, etc.).

***Exams***

There are three exams in this course. The first exam, worth 10% of your final grade, will take place on **October 7th during class**. The second exam, worth 15% of your final grade, will take place **November 4th during class**. The third exam, worth 25% of your final grade, will take place **on December 9th from 2:45 – 4:45 PM.** If these times conflict with your schedule, **you must notify me no later than two weeks in advance** and schedule a make-up exam with me. Otherwise, you automatically receive a zero on that exam. Also, if you show up more than 15 minutes late, you will not be allowed to take the exam. All three exams will be cumulative. The format of all exams will be multiple-choice and true-false questions, with answers coming from the lectures, required readings, and the textbook. If you miss an exam, you have one week to request a make-up exam; otherwise, the zero stands.

***Research Paper***

A total of 15% of your final grade will be a group research paper on a topic of your group’s choosing. **This paper will be due** **no later than 11:59 PM on December 12th.** Your group will pick a topic related to law and American society (benefits of prison privatization on criminal rehabilitation, judicial elections versus judicial appointments, etc.), pose a research question (i.e. do private prisons reduce recidivism?), state a thesis (i.e. “private prisons do not reduce recidivism”), provide background information on the topic (history, statistics, etc.), and defend your hypothesis, using a combination of case law, academic journal and law review articles, and logical, critical thinking of the topic. This research paper should be approximately 7-10 pages long (**NOT** counting the bibliography), double-spaced, and in Word or PDF format. **Documents must be uploaded to Canvas in these formats, or they will not be accepted.**

 The paper must have **at least** **10** scholarly sources (peer-reviewed journal articles, government documents, etc.), **at least 5** of which are not listed in the syllabus. Although your group may use articles and court cases covered in class as sources in your paper, **you may NOT use the textbook or the lectures**. All sources must be cited in text, as well as in the bibliography; **failure to cite sources in the text of the paper is considered plagiarism**.

 Throughout the semester, your group will submit drafts of your research paper to Canvas, in Word or PDF format. This will encourage you to get started early on your project, and this will allow me to provide feedback early in the process. Your grades on the drafts are worth a total of 10% of your overall grade. **Failure to submit drafts by the assigned deadlines will not only result in a zero for that assignment but also negatively impact your group’s final paper grade**.

***Late Assignments***:

 Assignments that are turned in after the assigned due date and time are considered late, no matter how close to the deadline they are submitted. You and your group automatically lose 10 points if your assignment is turned in after the due date, and you lose an additional 2.3 points for every hour after the due date that you are late. **If you turn in your assignment 24 hours or later after the due date and time, you and your group receive a zero.** Because the final research paper is due so close to the deadline to turn in grades, and because you will be turning in drafts throughout the semester, **failure to turn in the final research paper by the deadline is an automatic zero for the group, no matter how late you submit it or who’s responsibility it was to submit it.**

***Citations and Bibliography***

The citation and bibliography formats for the research paper and exams follows the American Political Science Review format. All in-text citations must be in parenthetical format, with the authors’ last name(s) and the year of publication (for journal articles and the textbook) or the case number (for court cases). For a comprehensive overview of bibliographic citations for different sources, please consult the last page in the syllabus. All quotations and ideas which are not your own – including summaries of another person’s ideas or the paraphrasing of a quotation – must be cited in the text as well as in the bibliography. **Failure to cite all unoriginal ideas and material is plagiarism and will be treated as such by the professor.**

***Group Discussions***

Ten percent of your grade is based on your group’s average score for in-class discussions. For certain classes (listed in the syllabus), your group will need to come prepared to present on a topic of discussion, chosen by me. These discussions will be in a pro-con format, covering topics related to law and society. There’s no set way to present on your topic, but you are presenting orally, and each group will have 6 minutes to present on their given topic. What I’m grading on is whether it’s clear that you’ve researched the topic; you can present on the topic in a clear, intelligent manner; and you are prepared to respond to the questions of your classmates and myself. You are free to use sources other than those listed in the syllabus. **Unless the absence is excused, group members who do not show up for the discussion will receive a zero, regardless of the grade for the rest of the group.** For a grading rubric, please see the rubric listed in the Group Assignments folder in Course Materials on Canvas.

***School of Public & International Affairs Statement on Intellectual Discovery***

 As the very essence of democratic politics is to engage in difficult dialogues and topics as inclusively as possible, the School of Public & International Affairs is committed to the fundamental principles of academic freedom and human dignity. As we live out this commitment and these principles, students may find themselves exposed to diverse and challenging viewpoints. Continued enrollment in this course constitutes an agreement to be exposed to viewpoints with which students may disagree. Moreover, it constitutes an agreement to engage those disagreements in a respectful manner, rooted in the rigorous principles of academic inquiry. Faculty will guide exploration of many ideas and, to promote debate, will present arguments that may or may not match with their own personal views. Through the academic theories and methods of political science, we seek to help students move from opinion to reasoned argument and will use approaches, including taking unpopular viewpoints or adopting ones with which the professor disagrees, to explore how to sustain and critique ideas. The School invites everyone to engage constructively in the process of intellectual discovery.

The key with participation is to **respect one another**. I do not care whether you leave this course supporting or opposing capital punishment or believing in one legal theory over another. I do care whether you can defend your position, whether you understand the readings, and whether you can formulate your own views. Therefore, it is expected that everyone in the class will be respectful of those whose opinions may differ from your own, and it is expected that you will not resort to personal attacks, mudslinging, and overgeneralizations. Violating this policy will reflect poorly on your final grade, and I reserve the right to take more serious disciplinary action for repeat or particularly egregious behavior.

***Student Accessibility***

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should request from the [Accessibility Resources Center](https://www.uc.edu/campus-life/accessibility-resources.html). By registering with them, I can meet with you to discuss both the recommendations provided by the Resources Center and other reasonable accommodations I may take to ensure equitable access to this course.

***Extra Credit***:

 Throughout the semester, there will be opportunities for you to receive extra credit toward your final overall average. These assignments will be based on activities I deem relevant to the course’s material and may include attending lectures, attending workshops, and other germane activities. I will post announcements on Canvas when an extra credit event becomes available. **You may earn a maximum of 3 points toward your final overall average. After that, while you are free to continue going to extra credit events you cannot earn any additional points toward your final grade.**

***Academic Integrity***:

 The University Rules, including the [Student Code of Conduct](https://www.uc.edu/content/dam/refresh/studentaffairs-62/studentconduct/SCOC72023.pdf), and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. A copy of the policy can be found on the University website at: <https://www.uc.edu/campus-life/conduct/academic-integrity.html>. A few key things:

* Work must be your own, not that of another student, an internet source, or something else
* You must cite other sources, when you are drawing on others’ work and are quoting them
* The use of ChatGPT or other generative AI software to write assignments is academic dishonesty and will be treated as such by the professor.

***Student Resources***

Students may encounter issues that inhibit your learning or performance. I encourage you to seek professional help. If you need to discuss an academic accommodation with me, please do so as soon as you are able. This will help ensure the best outcome. Some of UC organizations that provide help for these learning barriers include:

* UC Counseling: 513-556-0648
* Health Services: 513-558-7333
* UC Libraries: 513-556-0033
* Accessibility: 513-556-6823
* Writing Center: 513-556-3244
* UC Public Safety: 513-556-1111
* Title IX Office: 513-556-3349
* UC Women’s Center: 513-556-4401
* International Services: 513-556-4278

***Mandatory Course Evaluation Period***:

Students can complete an ONLINE evaluation of this course, accessed through your UC account. Course evaluations are used by the instructor to better understand the student experience in the course, which can inform revisions of the course to ensure student success. Additionally, course evaluations are also used by the instructor for annual performance review and promotion applications, teaching award applications, among others. For these reasons, your feedback, reflections, and insights on your experience in the course are invaluable to ensure student success and a quality education for all. You will be contacted through email with further instructions. I will let you know when the course evaluations open.

***Inclement Weather Policy***

 This class will follow the university’s inclement weather policy: if the campus is closed there will be no class, and if campus is open there will be class. Having stated that, if you live away from campus please use common sense regarding road conditions. If it is too dangerous for you to safely make it to campus on an exam day, please notify me ASAP so that your absence will be excused.

***Schedule (subject to change as needed)***

**August 26th**: Introduction. Introduce one another and go over the goals and format of the course

**August 28th**: Introduction to Legal Research.

**In-Class PowerPoint**: Introduce basic legal research concepts, such as hypotheses and scholarly sources

**Required Reading**

Kerr, Orin S. Autumn 2007. “How to Read a Legal Opinion: A Guide for New Law Students.” *The Green Bag* 11:50-64 (Canvas)

Lopatto, Elizabeth. “Stop Using Generative AI as a Search Engine.” *The Verge* December 10, 2024. <https://www.theverge.com/2024/12/5/24313222/chatgpt-pardon-biden-bush-esquire>

***Optional Readings***

Bonneau, Chris W. and Bartels, Benjamin L. 2014. “The Normative Implications of Empirical Research.” *Making Law and Courts Research Relevant: The Normative Implications of Empirical Research*. New York: Routledge Press. pp. 3-13.

**September 2nd:** The Scope of Law

**Flipped PowerPoint**: Examine key thinkers in law

**In-Class PowerPoint**: Explore what law is and what it does for a society.

**Required Readings**

Lippman Ch. 1

Dworkin, Ronald. 1982. “Law as Interpretation.” *Texas Law Review* 60:527-550 (Canvas).

**September 4th**: The Legislature and Lawmaking

**Flipped PowerPoint**: Explore the basic functions of legislatures, including separation of powers

**In-Class PowerPoint**: Examine how laws are made at both the federal and state levels

**Last Day to Drop Classes with 100% Refund September 8th**

**Required Readings**

Lippman Ch. 3, pp. 128-143

**September 9th:** Basic Structure of Federal Judiciary

**Flipped PowerPoint**: Explore the basic structure of the American federal legal system

**In-Class PowerPoint**: Professor will make group assignments for term. Examine a truncated history of the US Supreme Court. Look at contemporary calls for judicial “reform.”

**Required Readings**

Lippman Ch. 3, pp. 78-111

*Marbury v. Madison* 5 US 137 (Canvas)

*McCulloch v. Maryland* 17 US 316 (Canvas)

Whitehurst, Lindsay. July 29, 2024. “How Would Biden’s Proposed Supreme Court Reforms Work?” *PBS Newshour* <https://www.pbs.org/newshour/politics/how-would-bidens-proposed-supreme-court-reforms-work> (Canvas)

***Optional Readings***

“Confusion and Clarity in the Case for Supreme Court Reform.” *Harvard Law Review* 2024 pp. 1634 – 1652 (Canvas).

Benesh, Sara. 2006. "Understanding Public Confidence in American Courts". *The Journal of Politics* 68:697-707 (Canvas).

**September 11th**: Basic Structure of State Judiciaries

**Flipped PowerPoint**: Examine the role of judges in state politics. Explore the common structures of state judiciaries.

**In-Class PowerPoint:** Examine how judges are selected to state courts, and the consequences of these methods

**Required Readings**

Lippman Ch. 3, pp. 111-128

Brace, Paul; Hall, Melinda; and Langer, Laura. 2001. “Placing State Supreme Courts in State Politics”. *State Politics and Policy Quarterly* 1:81-108 (Canvas).

Bonneau, Chris. 2007. “The Effects of Campaign Spending in State Supreme Court Elections”. *Political Research Quarterly* 60:489-499 (Canvas).

***Optional Readings***

Howard, Robert M.; Graves, Scott E.; and Flowers, Julianne. December 2006. “State Courts, the U.S. Supreme Court, and the Protection of Civil Liberties.” *Law & Society Review* 40:845-870 (Canvas).

Rock, Emily and Baum, Lawrence. Winter 2010. “The Impact of High-Visibility Contests for U.S. State Court Judgeships: Partisan Voting in Nonpartisan Elections”. *State Politics & Policy Quarterly* 10:368-396 (Canvas).

Norris, Mikel. 2022. “Beyond Consensus: Gender, Chief Justices, and Leadership on State Supreme Courts.” *Journal of Women, Politics, & Policy* 43:134-151 (Canvas).

Smith, Andrew and Kazungu, Conny. 2025. “Sex, Campaign Contributions, and State Court of Last Resort Elections.” *Political Research Quarterly* (Canvas).

**September 16th**: The American Legal Profession

**In-Class PowerPoint**: Explore the American legal profession, such as the basics of the law school curriculum.

**Required Readings**

Lippman Ch. 4

Elizabeth Mertz, “Entering the World of U.S. Law,” *The Language of Law School: Learning to 'Think Like a Lawyer,*' pp. 3-11.

Robert Derocher, “What’s going on in legal education?” *Bar Leader*, vol 36, no 3, Spring 2012.

Gregory Yang, “How Legal Education Fails Minority Students,” *Tipping the Scales,* June 13, 2018.

Joe Patrice, “Deciding To Go To Law School In One Epic Flowchart,” *Above the Law*, October 3, 2013.

**September 18th:** Theories of Law and Justice, Part 1

**In-Class PowerPoint**: Discuss what is meant by natural and positive law, and explore how these theories have influenced law and society

**Required Reading**

Lippman Ch. 2, pp. 49-59

Selections from John Rawls’s *Theory of Justice* (Canvas)

Stone, Harlan. 1936. “The Common Law in the United States”. *Harvard Law Review* 50:4-26 (Canvas)

Koppelman, Andrew. Summer 2009. “The Limits of Constructivism: Can Rawls Condemn Female Genital Mutilation?” *The Review of Politics* 71:459-482 (Canvas)

***Optional Reading***

Rousseau’s *The Social Contract*, Books 1-4 (Canvas)

Baron de Montesquieu’s *The Spirit of the Laws* (Canvas)

Gallego Saade, Javier. 2022. “Legal Positivism’s Internal Morality.” *Oxford Journal of Legal Studies* (Canvas)

**September 23rd: No Class**

**September 25th**: Theories of Law and Justice, Part 2

**In-Class PowerPoint:** Explore contemporary theories of law and justice, such as legal realism

**Required Readings**

Lippman Ch. 2, pp. 59-78

Dahl, Robert. 1957. “Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker”. *Journal of Public Law* pp. 563-582 (Canvas)

***Optional Readings***

Pfander, James and Birk, Daniel. 2011. “Article III and the Scottish Judiciary”. *Harvard Law Review* 124:1613-1687 (Canvas)

**September 30th**: American Constitutional Development

**Flipped PowerPoint**: Examine some of the key influences on American law and the US Constitution.

**In-Class PowerPoint**: Explore the Constitutional Convention and key debates in American constitutional development. Examine some of the issues with citizenship and which voices were heard during the development of the American Republic.

**Draft of Thesis and Introduction Due by 11:59 PM on October 1st (Canvas)**

**Required Readings**

Hannah-Jones, Nikole. August 14, 2019. “Our Democracy’s Founding Ideals Were False When They Were Written. Black Americans Have Fought to Make Them True.” *The New York Times Magazine* (Canvas)

*Federalist 10* (Canvas)

*Federalist 78* (Canvas)

*Anti-Federalist 15* (Canvas)

Garnet, Henry Highland. 1843. “An Address to the Slaves of the United States of America.” *Electronic Texts in American Studies*.

***Optional Readings***

Hollis-Brusky, Amanda. Spring 2021. “Exhuming Brutus: Constitutional Rot and Cyclical Calls for Court Reform.” *Missouri Law Review* 86:517-540 (Canvas)

Blackstone’s *Commentaries on the Laws of England* (Canvas)

Mystal, Elie. *Allow Me to Retort: A Black Guy’s Guide to the Constitution*. New York: The New Press. Chs. 2 and 16 (Canvas)

**October 2nd:** **Exam 1 Review Day** **(during class)**

**October 7th**: **Exam 1 (during class)**

**October 9th: Reading Day (no class)**

**October 14th**: Intersectionality and Legal Theory

**Flipped PowerPoint**: Examine what critical legal theory is, what intersectionality is as applied to law, and critiques of these theories

**In-Class PowerPoint**: Explore practical examples of intersectionality in American legal development, such as with civil rights laws

**Required Readings**

Lippman Ch. 2, pp. 68-78; Ch. 11

Murray, Pauli S. Winter 1953. “The Historical Development of Race Laws in the United States.” *The Journal of Negro Education* 22:4-15 (Canvas).

Eastwood, Mary O. and Murray, Pauli. December 1965. “Jane Crow and the Law: Sex Discrimination and Title VII.” *George Washington Law Review* 34:232-256 (Canvas).

Crenshaw, Kimberlé W. 1989. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” *The University of Chicago Legal Forum* 139-167 (Canvas).

***Optional Readings***

Crenshaw, Kimberlé W. May 1988. “Race, Reform, and Entrenchment: Transformation and Legitimation in Antidiscrimination Law.” *Harvard Law Review* 101:1331-1387 (Canvas).

Johnson, Kevin R. 2000. “Race Matters: Immigration Law and Policy Scholarship, Law in the Ivory Tower, and the Legal Indifference of the Race Critique.” *2000 University of Illinois Law Review* 525 (Canvas).

Swidorski, Carl. 2003. “The Supreme Court’s Legal (Mis)construction of Race, Gender, and Class, 1865-2000”. *Race, Gender, & Class* 10:97-114 (Canvas).

Harris, Jasmine E. 2021. “Taking Disability Public.” *University of Pennsylvania Law Review* 169:1681-1749 (Canvas).

Shilliam, Robbie and Spence, Lester. 2025. “Race, Racism, and the Crisis of Democracy in Political Science.” *Annual Review of Political Science* 28:195-211.

**October 16th:** Crime and Prevention in America

**Flipped PowerPoint**: Examine what crime is and how governments decide on what is and is not a “crime”

**In-Class PowerPoint**:Explore early theories of crime and prevention. Examine contemporary theories of crime and offending, including examples of these theories in practice.

**Required Readings**

Lippman Ch. 9

Fritz Lang’s *M* (Canvas)

Wilson, James Q., and Kelling, George L. March 1982. “Broken Windows: The Police and Neighborhood Activity.” *The Atlantic Monthly* (Canvas)

Green, Christopher R. November 2015. “Reverse Broken Windows.” *Journal of Legal Education* 65:265-277 (Canvas)

***Optional Readings***

Ellwood, Charles A. January 1912. “Lombroso’s Theory of Crime”. *Journal of the American Institute of Criminal Law and Criminology* 2:716-723 (Canvas).

Akers, Ronald L. Spring 2005. “Sociological Theory and Practice: The Case of Criminology.” *Journal of Applied Sociology* 22:24-41 (Canvas)

Bar-Gill, Oren and Harel, Alon. June 2001. “Crime Rates and Expected Sanctions: The Economics of Deterrence Revisited.” *The Journal of Legal Studies* 30:485-501 (Canvas).

Harcourt, Bernard E. and Ludwig, Jens. Winter 2006. “Broken Windows: New Evidence from New York City and a Five-City Social Experiment.” *The University of Chicago Law Review* 73:271-320 (Canvas).

Calvó-Armengoi, Antoni and Zenou, Yves. August 2004. “Social Networks and Crime Decisions: The Role of Social Structure in Facilitating Delinquent Behavior.” *International Economic Review* 45:939-958 (Canvas)

Callanan, Valerie J. Spring 2012. “Media Consumption, Perceptions of Crime Risk and Fear of Crime: Examining Race/Ethnic Differences.” *Sociological Perspectives* 55:93-115 (Canvas).

Kulig, Teresa C. and Cullen, Francis T. 2017. “Where Is Latisha’s Law? Black Invisibility in the Social Construction of Victimhood.” *Justice Quarterly* 34:978-1013 (Canvas).

**October 21st**: Policing in America

**Flipped PowerPoint**: Examine the basics of criminal procedure prior to trial

**In-Class PowerPoint**: Discuss issues related to policing and public policy

**Draft of Revised Thesis, Introduction, and Scholarly Evidence Supporting Thesis Due by 11:59 PM.**

**Required Readings**

Lippman Ch. 3, pp. 155-160

Ch. 6 in Baumgartner, Frank R.; Epp, Derek A.; and Shoub, Kelsey. 2018. *Suspect Citizens: What 20 Million Traffic Stops Tell Us about Policing and Race*. Cambridge University Press (Canvas).

***Optional Readings***

Simonson, Jocelyn. 2021. “Police Reform Through a Power Lens.” *Yale Law Journal* 130:779-860 (Canvas).

Legewie, Joscha. December 2019. “Police Violence and the Health of Black Infants.” *Science Advances* 5:1-8 (Canvas).

Gamal, Fanna. 2016. “The Racial Politics of Protection: A Critical Race Examination of Police Militarization”. *California Law Review* 104:979-1008 (Canvas).

**October 23rd:** Criminal Trials

**In-Class PowerPoint**: Examine how juries are selected and the basics of pretrial procedure, such as plea bargaining. Explore how a criminal trial works and how juries decide on a verdict.

**Draft of Revised Thesis, Introduction, and Scholarly Evidence Supporting Thesis Due by 11:59 PM on October 31st**

**Required Readings**

Lippman, Ch. 7

*Batson v. Kentucky* 476 US 79 (Canvas)

*Gideon v. Wainwright* 372 US 335 (Canvas)

*Strickland v. Washington* 466 US 668 (Canvas)

**October 28th:** Prison Policy in America and Criminal Sentencing

**Flipped PowerPoint:** Explore the basics of criminal sentencing after trial. Examine the evolution of prison policy in America and how it compares to other countries

**In-Class PowerPoint**: Explore contemporary issues in American prison policy, such as private prisons and the death penalty

**Required Readings**

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. NY: The New Press. Chs. 1 and 2 (Canvas)

Shapiro, Joseph. May 19, 2014. “As Court Fees Rise, The Poor Are Paying the Price”. *NPR* <https://www.npr.org/2014/05/19/312158516/increasing-court-fees-punish-the-poor> (Canvas)

Mitchell, Jerry. August 19, 2019. “Inside the Prison Where Inmates Set Each Other on Fire and Gangs Have More Power Than Guards”. *ProPublica* <https://www.propublica.org/article/leakesville-south-mississippi-correctional-institution-prison-gangs> (Canvas)

Foucalt, Michel. 1977. Selections from *Discipline and Punish*. US: Pantheon Books (Canvas).

**October 30th: Exam 2 Review during Class**

**November 4th: Exam 2 (in class)**

**November 6th:** Dissent and the Law

**In-Class PowerPoint**: Discuss when (if ever) you believe refusing to obey the law. Explore historical examples of dissenting from the law, and the underpinnings of such rebellion.

**Required Readings**

Lippman Ch. 10, pp. 471-486

Henry David Thoreau’s “Civil Disobedience” (Canvas)

Martin Luther King’s “Letters from a Birmingham Jail” (Canvas)

**November 11th: Veterans Day (No Class); Rough Draft of Research Paper due by 11:59 PM (Canvas)**

**November 13th:** Debate Day 1: Abortion and the Law. Select groups will debate topics related to abortion and the law.

**November 18th**: Debate Day 2: Immigration and the Law. Select groups will debate topics related to immigration and the law.

**November 20th:** Debate Day 3: Right to Privacy under the Law. Select groups will debate topics related to the right to privacy and the law

**Last Day to Drop Class or Withdraw November 21st**

**November 25th and 27th: Thanksgiving Break (no class)**

**December 2nd:** Law and Popular Culture

**In-Class PowerPoint**: Explore how popular culture shapes our perceptions of law and justice. Examine the evolution of how the portrayal of the judicial process and the legal system have changed in movies and TV.

**Required Viewings**

*To Kill a Mockingbird* (Canvas)

*The Verdict* (Canvas)

*Adam’s Rib* (Canvas)

Select scenes from *The Wire* (Canvas)

Select scenes from *Law and Order* (Canvas)

Select scenes from *Suits* (Canvas)

*Philadelphia* (Canvas)

**December 4th**: **Review for Final Exam (in class)**

**December 9th: Final Exam (2:45 – 4:45 PM)**

**December 12th: Final Paper and Peer Evaluations Due by 11:59 PM (Canvas)**

Bibliographic and In-Text Citation Formats

1. Newspaper articles:
2. Authors’ last names, authors’ first names. Date. Name of article (in quotations). Newspaper where article located, (in italics), pages (if physical magazine) or internet link
3. E.g. Cramer, Renee. August 13, 2015. “The Harsh Human Cost of Defunding Planned Parenthood”. *Newsweek* <http://www.newsweek.com/harsh-human-cost-defunding-planned-parenthood-363185>
4. Journal articles:
	1. Authors’ last names, authors’ first names. Month and year. Name of article (in quotations). Journal name (in italics), volume number:pages
	2. E.g. Dahl, Robert. 1957. “Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker”. *Journal of Public Law* 23:563-582.
5. Court cases:
	1. Full name of case (in italics), US case number (in parentheses)
	2. E.g. *Baker v. Carr* (369 US 186)
6. Books
	1. Authors’ last names, authors’ first names. Date. Title of book (in italics). Edition (if there’s more than one). Publishing company
	2. E.g. Epstein, Lee and Martin, Andrew D. 2014. *An Introduction to Empirical Legal Research*. Oxford University Press
7. In-text citations (in parentheses)
	1. Last name(s) of author(s) and year of publication
	2. E.g. (Epstein and Martin 2014)
8. In-text citations (in parentheses) for more than 2 authors
	1. Last name of first author, et al and year of publication
	2. E.g. (Epstein, et al 2010)
9. In-text citations (in parentheses) for court cases
	1. US case number
	2. E.g. (369 US 186)