
FLORIDA STATE UNIVERSITY

SYP 3540

Sociology of Law

COURSE GUIDE

Spring 2009

<http://campus.fsu.edu>

Florida State University
Tallahassee, Florida 32306
Copyright ©2007 Florida State University

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without written permission from the Florida State University.

Table of Contents

Introduction.....	1
Welcome.....	1
Leading Faculty/Instructor.....	1
Mentors.....	1
Help with FSU Procedures and Technology.....	2
For Help with University or Course-Related Problems.....	2
For Help with Technical Problems.....	2
About this COURSE Guide.....	4
Syllabus for SYP 3540 Sociology of Law.....	6
Course Number, Title, and Prerequisites.....	6
Course Description.....	6
Course Objectives.....	6
Required Course Materials.....	6
Course Requirements.....	7
Discussion Board.....	7
Posting Criteria.....	9
Exam Policy.....	9
Grading.....	10
Student Conduct.....	11
Academic Honor Code.....	11
Academic Dishonesty.....	12
Students with Disabilities.....	13
Course Calendar.....	14
Weeks 1-2.....	18
Weeks 2-4.....	20
Weeks 5-6.....	21
Weeks 6-8.....	23
Week 9.....	25
Weeks 10-11.....	26
Weeks 11-13.....	28

Introduction

SYP 3540 Sociology of Law

Gloria Lessan, Ph.D

Welcome

Welcome to (SYP3540)! Sociology of Law is a 3 credit-hour course. The information in this course guide is for the purpose of facilitating our working together while learning about the relationship between law and society. It contains the syllabus and every 2-week descriptions of the work required for the course. The syllabus contains basic information about the course objectives, textbook, and reading material, requirements, grading methodology, and course calendar. Below is the information of where, when, and how to contact us. We will consult this guide as often as necessary to clarify, restate, or change the parameters of the course at the discretion of the instructor.

You are requested to answer three anonymous surveys in order to monitor and assess the quality of this course. Your feedback will be used to modify the course where needed. You will be notified of any changes in a timely manner.

Leading Faculty/Instructor

Dr. Gloria T. Lessan, Visiting Lecturer

505 Bellamy, Sociology Department

Email: glessan@mailers.fsu.edu

Ph#: (850)644-6416

Fax: (850)644-6208

Mentors

[Kyle Rogers kmr06c@fsu.edu](mailto:kmr06c@fsu.edu)

[Christian Vaccaro cvaccaro@fsu.edu](mailto:cvaccaro@fsu.edu)

[Orit Fisher of06c@fsu.edu](mailto:oritfisher@fsu.edu)

Help with FSU Procedures and Technology

Although you are attending FSU from a distance, you are not far from help. A complete distance learning community and support group will help answer your questions and remedy any problems, from enrolling in courses and developing an academic plan to accessing your course website and submitting assignments via the Web.

For Help with University or Course-Related Problems

Your distance-learning community includes the following help:

See your *academic coordinator* for questions and concerns about:

- Academic requirements of the University and your department or school
- Procedural matters such as course equivalency substitutions, course prerequisites, or graduation checks

See your *course instructor and mentor* for questions and concerns about:

- Course content
- Your progress in the course

Course-specific questions you might ask a mentor:

- “Can you help me understand the differences between structural-functionalism and conflict views on law so I can answer the Week 2 questions?”
- “What am I doing wrong in my Db posting? I want to get a better grade on the next one.”

General questions you might ask a mentor:

- “When I take the exam, will the mentor be available to answer questions I might have about the test?”
- “Will I be at a disadvantage because I live too far away from you to ever meet with you face-to-face?”

See your *lead faculty* only when your mentor directs you to do so or when you have a problem that is not adequately addressed by your mentor.

For Help with Technical Problems

If your problems or questions concern your computer equipment, software, Internet connection, or the course website, follow the procedures described in one of the following two boxes:

If you have a technical question and *are* able to connect to the Internet:

1. Check the distance learning FAQs page at:

<http://online.fsu.edu/onlinesupport>

2. If you do not find an answer to your question, check the wealth of information and contacts provided in the *Student Handbook for Distance Learning*, available online at:

<http://www.fsu.edu/~distance/gateway/student.html>

3. If your question or problem is not addressed by the websites listed above, then send an **email** to:

problems@campus.fsu.edu

If your problem concerns your course website, please include the following information in your email:

- The area in the course website at which you are experiencing difficulties (e.g., Discussion Board, Virtual Chat room, or file upload)
- A detailed description of the problem and exact transcriptions of any error messages
- Your course, course prefix, section, and instructor's name
- Your name, email address, and a daytime phone number

And, if you can, include the following technical information:

- The Web browser you are using (e.g., Netscape Navigator, Microsoft Internet Explorer, AOL)
- The operating system you are using (i.e., Windows 95, 98, or NT; Mac; Linux; or Unix)
- Whether you are connecting with a modem or within a network

You will receive a reply to your email on the next business day.

If you have a technical question and are *not* able to connect to the Internet:

Call the ACNS Help Desk at **1-850-644-8502**.

About this COURSE Guide

This course guide presents the syllabus, course calendar, and each 2-week or unit of this class through the following headings and sections:

Overview

The overview section provides a summary of the major concepts or focus of study for the week, as well as a brief description of the assigned readings and activities.

Objectives

The objectives of the semester are specified for each week unit. It describes the skills you should master.

Focus Questions

The important questions about the major issues and concepts related to the week's topic are depicted here. These questions will help you organize and focus your readings and are often preparation for the questions posed on the Discussion Board (see "Discussions" below).

Readings

This section lists the readings that you should complete before the unit's end.

Presentations

This section describes media presentations designed to explain, discuss, or elaborate on key course concepts. They often consist of slides on the main points accompanied by short audio segments. They may also appear in the form of short essays or lecture notes and scanned newspaper articles.

Discussions

The specific questions for the Discussion Board (Db) will be posted on your group site. This section, however, indicates the due dates for your postings on the Discussion Forum. The first date refers to your ORIGINAL contribution on the issue under discussion and the second due date refers to posting of at least ONE reply to one of your group members entry.

◆ Activities

This section lists applications and practices that will help you achieve the week's objectives. Activities may range from working on the

study guide questions for the exam to answering anonymous surveys

Assessments

This is where the list of any assignments or activities for the week that will receive individual grades appears. It also indicates the course exams.

◆ Checklist

This section gives you a checklist of the activities and assessments that you should have completed by the week's or time unit's end.

Syllabus for SYP 3540 Sociology of Law

<i>Course Number, Title, and Prerequisites</i>	Course Number:	SYP 3540
	Course Title:	Sociology of Law
	Credit Hours	Three semester hours
	Prerequisites:	None

Course Description

This course is a sociological analysis of the legal order. The basic premise is that law is both, the product of social interaction and the impetus for social change. It emphasizes main sociological theories and research techniques to study the origins, processes, functions, and actors of the social reality known as Law. Additionally, the course considers the role of law in reinforcing and changing class, gender, and race inequalities.

Course Objectives

Objectives

At the end of this course, you will be able to:

1. Identify, define, and illustrate basic concepts, theories, and research techniques employed in Sociology of Law.
2. Compare and contrast different definitions, theories, and methods used to explain the nature, causes, and consequences of law.
3. Explain how the socio-legal environment reflects and influences the structures of gender, race, and class.
4. Analyze the interconnection between the social and legal order using your “sociological imagination.”
5. Evaluate contrasting socio-legal views via discussion board participation and exams.

Required Course Materials

Textbooks

Vago, Steven. 2006. Law and Society. (9th Ed.) Prentice-Hall.

There is an e-version of the text which you can request from the publisher’s website.

Other Required Reading

Selected Readings indicated with * in the Course Calendar below are posted on SYP3540-webCourse Blackboard>Course Library (accessed via <http://campus.fsu.edu>)

Suggested Resources (Optional)

In addition to the text, I recommend you obtain both a comprehensive dictionary* as well as a legal dictionary like Black's Law Dictionary of Basic Law Terms. These references are useful in developing and understanding vocabulary as well as any legal jargon you might encounter in this class and in the future.

*On your Blackboard homepage, click the button located in the top right corner that reads "Modify Content". Of the several options, select dictionary (it also offers a thesaurus) and a dictionary prompt will become part of your homepage.

Course Requirements

Reading Assignments

Students are expected to have active and constructive class participation. Hence, **assigned readings should be read during the corresponding class dates** as depicted in the Course Calendar below. Of course, additional readings are required before the tests. If at first you do not understand the material, you must re-read it as many a times as it is necessary to accomplish understanding. Remember that a 3-credit hours course entails three hours of reading/study per every hour of classroom lecture.

In order to know whether you fully grasp the concepts and arguments presented in the readings I suggest to:

- Write down summaries of the material read.
- Make questions out of the information presented, and specify the particular issues that remain unclear.
- Contact your mentor if you need assistance on specific issues
- At any rate, whatever study method you use that brings you understanding of the readings is the best to follow. Make a habit of consulting class readings, a law dictionary and a sociology dictionary to acquire familiarity with socio-legal terms. Do Not Use Wikipedia as a source for your coursework

In order to monitor the regularity of the reading assignments, you will be given a socio-legal issue to discuss (see below) and a study guide of questions to help you prepare for the test.

The corresponding readings for each topic will be listed in the Assignment site of Bb. You will either have the readings posted on Bb Course Library for direct download or, in few occasions there will be a link to the journal/site from which to do so.

NOTE: Keep an open line of communication with your mentor regarding your class progress and performance.

Discussion Board

Discussion Board

The issue to be discussed will be posted by your mentors in the

Discussion Board site for your respective group at the beginning of each week or unit e.g. Week 5-6 Lawmaking Discussion Forum.

Your contributions to the discussion board will allow other students, mentors, and instructor to respond to your postings.

The study of sociology of law makes more sense when it is done interactively. As noted above, I expect each of you to become familiarized with the class materials and to be an active participant of the discussion board by using arguments supported by the studied class readings.

You are **REQUIRED** to participate twice in the discussion of the issue(s) under study. First, read the assigned material and post your original comment on the selected issue (see below for posting criteria) by the specified due date. After you have done so, there is a second due date for you to respond at least ONCE, to the entry of one of your classmates. This way you will have time to ponder on your informed position on the issue and be able to read your classmates' views and respond accordingly at a later time. Thus, note these two deadlines posted on the discussion board

Posting Criteria

Posting Criteria

The following rules are for the purpose of meeting class objectives and facilitating discussion. These also are the parameters used to evaluate your work on the discussion board.

1. Avoid personal opinions. Inform and reference your participation with academic sources such as, class textbook and readings, e.g. Vago (p.12) or research journals. Newspaper and magazine articles are accepted as long as the former sources are included.
2. The length of your original entry is to be at least, two paragraphs of 5-6 sentences each i.e. about half a screen. Longer entries are welcome (limit to one full screen for the sake of your mentor's eyes)
3. Use formal academic language
4. Check for spelling, grammar, and punctuation errors before submitting
5. Proof read your statements to ensure that above criteria are met.

Failure to meet the above criteria will negatively affect your grade

In a nutshell, participate with questions, answers, opinions, and comments to enrich the forum. Be attentive to what others say, and interact with your e-classmates. ***Do all these in a courteous, respectful and scholarly manner. Above all, avoid using the discussion board as a forum for your own agenda. Deliver your opinions in normal, non-aggressive manner, and always participate in ways that advance the discussion of the issues. Each and every one of you must cooperate in building a supportive learning environment that benefits us all. My role is to generate and steer the discussion of the materials always within a civil and respectful atmosphere.***

NOTE: Keep an open line of communication with your mentor regarding your class progress and performance.

Exam Policy

Exams

There are four exams in the semester. Each exam covers the assigned readings and online discussion materials. The format of the exams is a combination of multiple-choice and true-false questions.

A study guide questions will be posted on Blackboard at least two weeks before the test. Answer them according to the instructions in the Activities section for each unit. Use class materials and discussion board issues to work on these questions. The study guide questions are in essay format. Some of the answers to the questions overlap or resemble closely other questions' answer. This is because I want you to study the material from different angles and be able to contrast and compare its content. The questions are extensive and comprehensive, and more complex than the test itself. Do not wait, however, until the questions are posted or the eve of the test to read and study the material. Contact your mentor if you need help in preparing for the incoming test. Of course, I am available to assist you as well. **The study guide is not a contract that defines the test!**

NOTE: Keep an open line of communication with your mentor and

instructor regarding your class progress and performance.

ONE and ONLY ONE makeup exam will be allowed **IF AND ONLY IF** there is a legitimate reason for missing the test (appropriate documentation is required to justify missing the test date). It is your responsibility to notify your mentor and me of your inability to take the test. Do so prior to or on the test date. **The make up exam will be given a week after the scheduled test date.** The makeup exam could have a different format from the original i.e. short-answer and essay questions.

Grading

Grading

There are three anonymous surveys in the semester. Each will give you 10 extra credit points for each exam.

Each exam is worth 15% of the final grade and the discussion board participation is 40%

Regardless of number of questions, all exams and discussion board participations are graded on a scale of 0-100 (see above criteria for grading discussion board postings). The equivalent letter grade is shown as follows:

Exam Points	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	

Exam scores and class announcements will be posted on the SYP3540-web Bb. Check the site on a regular basis to learn about your tests and discussion-board grades as well as about any development or changes in the syllabus. Contact me and your mentor for problems regarding grades. Keep hard copies of your grade book at every posting.

Student Conduct

Student Conduct

My many years of college experience, both as student and instructor, have shown me that for the most part students are bright, good-natured and amiable toward others. In general you are expected to comply with the FSU Code of Conduct at all time while participating in this course. At all times your participation in this class, in general, and on the discussion board, in particular, should be courteous, respectful and professional. We will disagree, at times, with others but, will ALWAYS respect each other.

<http://www.fsu.edu/Books/Student-Handbook/2003codes/conduct.html>

Academic Honor Code

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following website for a complete explanation:

<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>

Academic Dishonesty

Academic Dishonesty

Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a “zero” for that particular factor or an “F” for the course. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the University Judicial Office for official adjudication:

http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm#AcademicHonor

<http://online.fsu.edu/learningresources/plagiarism>

*Students with
Disabilities*

Students with Disabilities

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) notify me or your mentor in a letter indicating the need for accommodation and what type. This should be done during the first week of classes. For more information about services available to FSU students with disabilities contact:

Student Disability Resource Center, Dean of Students, 08 Kellum Hall
Florida State University, Tallahassee, Fl 32306-4400, (850) 644-9566
(voice),

(850) 644-8504 (TDD), SDRC@admin.fsu.edu,

<http://www.fsu.edu/~staffair/dean/StudentDisability/>

<i>Course Calendar</i>				
Week	Topics	Readings and Homework Assignments	Discussion Board Due	Assessment and Examinations
1-2	1. Law: The Elusive Concept	Vago, Ch.1 and 2 *Schur, "Law and Society" (1968:24-78) *Lecture Notes: "Social Sciences Definitions of Law" *Black's Law Dictionary (excerpt) *Types of Law (summary) Download study guide #1 and begin answering the questions as indicated in the Activities section of the week period	Post original contribution by Sunday, Jan 11th 11:55pm Post a reply by Wednesday, Jan 14st 11:55pm	Begin answering questions 1 thru 13 from study guide #1
2-4	2. The Social Roots of Law: Custom, Structure, and Inequality	Vago, Ch. 2, 4 (pp: 163-166) *Sutton Law/Society (2001:61-72, 85-98) *"Cultural, Functional, Conflict Theories of Law: Arguments of Causation, Evaluation, and Comparisons." Parts I and II	Post original contribution by Sunday, Jan 25th, 11:55pm Post a reply by Wednesday, Jan 28th, 11:55pm	Finish answering questions of study guide #1 First Exam (Topics 1 and 2) Jan 29th to 12:01am Jan 30th, 11:55pm

Course Calendar

Week	Topics	Readings and Homework Assignments	Discussion Board Due	Assessment and Examinations
5	3. Lawmaking	<p>Vago Ch. 3 (pp: 120-135), and Ch. 4</p> <p>*Montini, "Gender and Emotion in the Advocacy for Breast Cancer Informed Consent Legislation"</p> <p>*Grattett, et.al "The Homogenization and Differentiation of Hate Crime Law in the United States, 1978 to 1995: Innovation and Diffusion in the Criminalization of Bigotry"</p> <p>*Flowchart on Lawmaking</p> <p>*PowerPoint presentation on Lawmaking</p> <p>Download Study Guide #2 and begin working on it as indicated in the Activities section</p>	<p>Post an original contribution by Sunday, Feb 8th, 11:55pm</p> <p>Post a reply by Wednesday, Feb 11th, 11:55pm</p>	<p>Begin answering study questions 1 thru 14 from study guide #2</p> <p>Please think about your answers to Extra Credit Survey #1 and reply by Friday, Feb 6th 11:55pm</p>
6-8	4. Law Consequence: Social Control	<p>Vago, Ch. 5</p> <p>*Mosoff, "Motherhood, Madness, and Law"</p> <p>*Steffensmeier & Hebert, "Women and Men Policymakers: Does the Judge's Gender Affect the Sentencing of Criminal Defendants?"</p> <p>*Does the Law Deter?</p> <p>*"In His Own Words: Governor's Ryan Decision to Set a Moratorium on Capital Punishment"</p>	<p>Post an original contribution by Sunday, Feb 22nd, 11:55pm</p> <p>Post a reply by Wednesday, Feb 25th, 11:55pm</p>	<p>Finish answering questions of study guide #2</p> <p>Second Exam (Topics 3 and 4)</p> <p>Feb 26th 12:00 am to Feb 27th 11:55pm</p>

<i>Course Calendar</i>				
Week	Topics	Readings and Homework Assignments	Discussion Board Due	Assessment and Examinations
9	5. Law Consequence: Dispute Settlement	<p>Vago, Ch. 6</p> <p>*PowerPoint presentation: "Problems in the Assessment and Interpretation of the 'Conflict Resolution' Effect of Law"</p> <p>*Grossman, et.al. "Do the 'Haves' Still Come out Ahead"</p> <p>*Epp, "The Two Motifs of 'Why the 'Haves' Come out Ahead' and Its Heirs"</p> <p>Download Study Guide #3 and begin work according to instructions depicted in the Activities section</p>	<p>No Discussion Board</p> <p>Happy Spring Break!</p>	<p>Begin answering questions 1 thru 11 from study guide #3</p> <p>Please think about your answers to Extra Credit Survey #2 and reply by Friday Mar 6th, 11:55pm</p>
11-13	6. Law Consequence: Social Change	<p>Vago, Ch. 7, 9 (pp: 465-473)</p> <p>*Power Point presentation: "Analysis of Social Impact Studies"</p>	<p>Post an original contribution by Sunday, Mar 29th 11:55pm</p> <p>Post a reply by Wednesday, Apr 1st 11:55pm</p>	<p>Continue answering questions 12 thru end from study guide #3</p> <p>Third exam (Topics 5 and 6) Apr 2nd to 12:00 am</p> <p>Apr 3rd 11:55pm</p>

<i>Course Calendar</i>				
Week	Topics	Readings and Homework Assignments	Discussion Board Due	Assessment and Examinations
14-16	7. The Legal Profession	<p>Vago Ch. 8</p> <p>*Erlanger, et al “Law Student Idealism and Job Choice: Some New Data on an Old Question”</p> <p>*Hagan, “The Gender Stratification of Income Inequality among Lawyers”</p> <p>*PowerPoint presentation on: The Sociological Analysis of the Profession”</p>	<p>Post an original contribution by Sunday, Apr 19th 11:55pm</p> <p>Post a reply by Wednesday, Apr 22nd 11:55pm</p> <p>Download study guide #4</p>	<p>Begin answering questions from study guide #4</p> <p>Please think about your answers to Extra Credit Survey #3 and reply by Friday, Apr 17th 11:55pm</p> <p>Final Exam (Topic 7)</p> <p>Apr 23rd 12:01 am to Apr 24th – 11:55pm</p>

Weeks 1-2

<i>Topic</i>	1. Law: The Elusive Concept
<i>Overview</i>	This is an introduction to the field of Sociology of Law, its history and main argument: law and society are inseparable. The assigned readings show the lack of agreement among social scientists on the notion of law; and the consequences such differences have for evaluating what events represent or do not represent law.
<i>Objectives</i>	1) Identify, define and illustrate selected definitions of law from the social sciences; 2) Compare and contrast among selected social sciences definitions of law and notions of law between lawyers and social scientists.
<i>Focus Questions</i>	If law varies in meaning, which events are to be considered law and which are not? And who says it?
<i>Readings</i>	<ul style="list-style-type: none">• Vago, Ch.1 and 2• *Schur “Law and Society” (1968:24-78)• *Black’s Law Dictionary• *Types of Law
<i>Presentations</i>	<ul style="list-style-type: none">• *Social Sciences Definitions of Law: A presentation of selected definitions of law from the Social Sciences to emphasize the lack of agreement among these students on what law is; and, to serve as analytical devices to show areas of overlap and differences on how classical and contemporaneous theorists view events as either representing or not representing law.
<i>Discussion</i>	<p>Go to the Discussion Board site for you group and read the question. Drawing from the assigned materials, think about your answer. See syllabus p. 8 for posting criteria.</p> <p>Post an original contribution on your group Discussion Board (see Bb) by Sunday, Jan 11th, 11:55pm and a reply by Wednesday, Jan 21st, 11:55pm.</p>
<i>Activities</i>	Download study guide #1 and begin answering the questions #1 thru #13. Tie in readings from Vago, Schur, excerpts, and Presentation
<i>Assessments</i>	Use the study guide questions for self evaluation. If you need assistance contact your mentor
<i>Checklist</i>	<ol style="list-style-type: none">1. <input type="checkbox"/> Have you read <assigned readings>?2. <input type="checkbox"/> Have you viewed<lecture notes presentation>?

-
3. Have you posted your answers to <discussion forum>?
 4. Have you completed <activity assignment> and contacted your mentor regarding assistance on it?
 5. HAVE YOU CONTACTED YOUR MENTOR FOR ASSISTANCE?

Weeks 2-4

<i>Topic</i>	2. The Social Roots of Law: Custom, Structure, and Inequality
<i>Overview</i>	This section introduces the main ideas of several sociological theories regarding a) society and b) the connection between society and law
<i>Objectives</i>	1) Identify the main arguments from each theory regarding social order, social change, and law; 2) Compare and contrast sociological theories in terms of their differences and similarities regarding society and the society-law connection; 3) Compare and contrast sociological theories in terms of their strengths and weaknesses to explain law, and 4) Apply the theoretical arguments to specified current events
<i>Focus Questions</i>	How does each theory view law? Is law a result of societal needs, or of group conflict, or of technological development? Is there one theory that best explains how law comes about? What does each theory say about law that the others do not?
<i>Readings</i>	<ul style="list-style-type: none">• Vago, Ch. 2, 4 (pp: 163-166)• *Sutton Law/Society (2001:31-72, 91-98)
<i>Presentations</i>	* Lecture Notes on “Cultural, Functional, Conflict Theories of Law: Arguments of Causation, Evaluation, and Comparisons.” Parts I and II
<i>Discussion</i>	Read the question for discussion in your group’s forum and think about your answer and references. See syllabus p.8 for posting criteria Post original contribution to the Db by Sunday, Jan 25 th , 11:55pm and a reply by Wednesday, Jan 28 th , 11:55pm
<i>Activities</i>	Answer study guide questions # 14 thru #36 Contact your mentor for assistance Tie in readings from Vago, Sutton and Lecture Notes
<i>Assessments</i>	Use the study guide questions for self-evaluation First Exam (Topics 1 and 2) Jan 29th, 12:00am to Jan 30th, 11:55pm
<i>Checklist</i>	<ol style="list-style-type: none">1. <input type="checkbox"/> Have you read <the assigned readings>?2. <input type="checkbox"/> Have you viewed <the assigned presentation>?3. <input type="checkbox"/> Have you posted <your contributions to the discussion forum>?4. <input type="checkbox"/> Have you completed the study guide questions and contacted your mentor and instructor for assistance?

Weeks 5

<i>Topic</i>	3. Lawmaking
<i>Overview</i>	This section looks at the process of lawmaking and at the lawmakers. It describes how laws are made, by whom, and what social factors affect lawmaking and law makers. It illustrates the theoretical arguments on the social roots of law: custom, social structure, conflict, and social interaction.
<i>Objectives</i>	1) Identify the different forms of lawmaking and the socio-demographic characteristics of their respective makers; 2) Identify the stages of the legislative process as an ideal type-process; 3) Compare and contrast lawmaking by legislators, judges, and administrators in terms of types of law, procedures, area of expertise, and scope.
<i>Focus Questions</i>	Who makes laws? How are laws made? What factors affect the decisions of lawmakers? Are the laws a result of customs, social development, group interests, self-interest of law makers, definition of the situation by social actors, the public good or else?
<i>Readings</i>	<ul style="list-style-type: none">• Vago Ch. 3 (pp: 120-135), and Ch. 4• *Montini, “Gender and Emotion in the Advocacy for Breast Cancer Informed Consent Legislation• *Grattett, et.al “The Homogenization and Differentiation of Hate Crime Law in the United States, 1978 to 1995: Innovation and Diffusion in the Criminalization of Bigotry”• *Flowchart on Lawmaking
<i>Presentations</i>	View PowerPoint presentation on “All About Lawmaking” and relate it to the Flowchart on Lawmaking
<i>Discussion</i>	Go to your group’s Discussion Board and read the question(s). Drawing from the assigned materials, think about your answer. See syllabus p. 8 for posting criteria. Post an original contribution by Sunday, Feb 8 th 11:55pm Post a reply by Wednesday, Feb 11 th , 11:55pm
<i>Activities</i>	Download Study Guide #2 and begin working on questions #1 thru # 14 Contact your mentor for assistance
<i>Assessments</i>	Answer the anonymous extra credit survey #1 by Friday, Feb 6th 11:55pm

Use the study guide questions for self evaluation

Checklist

1. Have you read <the assigned readings>?
5. Have you viewed <the presentation>?
6. Have you posted <your contributions to the discussion forum>?
7. Have you answered the study guide questions?
8. Have you replied to the anonymous extra credit survey #1?

Weeks 6-8

<i>Topic</i>	4. Law Consequence: Social Control
<i>Overview</i>	There are expected consequences of enacted and implemented laws. One of them is social control. Here we will study the research on the extent to which the law and its enforcers effect social order or fail to curtail deviance and crime.
<i>Objectives</i>	1) Define, illustrate with examples, and identify different forms of social control; 2) Analyze research findings regarding the effectiveness of laws to control deviant behavior or to elicit conformity; 3) Identify the factors affecting law enforcement and the role of gender, race, and class on law enforcers; 4) Critically evaluate the research findings on the deterrent effect of capital punishment in the USA
<i>Focus Questions</i>	Does the law deter people from crime and other law violations? Which factors affect law enforcement? Is law enforcement a matter decided by evidence? Or is it due to the discretion of law enforcers?
<i>Readings</i>	<ul style="list-style-type: none">• Vago, Ch. 5• *Mosoff, “Motherhood, Madness, and Law”• *Steffensmeier & Hebert, “Women and Men Policymakers: Does the Judge’s Gender Affect the Sentencing of Criminal Defendants?”• * “In Ryan’s Words: I Must Act” (New York Times)
<i>Presentations</i>	View PowerPoint presentation on “Social Control”
<i>Discussion</i>	<p>Go to the Discussion Board site for you group and read the question. Drawing from the assigned materials, think about your answer. See syllabus p. 8 for posting criteria.</p> <p>Post an original contribution by Sunday, Feb 22nd, 11:55pm and a reply by Wednesday, Feb 25th, 11:55pm</p>
<i>Activities</i>	<p>Answer study guide questions #15 thru last</p> <p>Contact your mentor if assistance is needed</p> <p>Tie in Vago and Bb readings with PowerPoint presentation on social control. Answer the focus questions above as they apply to capital punishment using the information from “In Ryan’s Words”</p>
<i>Assessments</i>	<p>Use the study guide for self evaluation</p> <p>Second Exam (Topics 3 and 4)</p> <p>Feb 26th, 12:00am to Feb 27th, 11:55pm</p>

Checklist

1. Have you read <the assigned readings>?
9. Have you viewed <the presentation>?
10. Have you posted <your contribution to the discussion board>?
11. Have you completed<the study guide questions or contact your mentor for assistance>?
12. Have you answered the focus questions regarding capital punishment?
13. Have you done the self evaluation?

Week 9

<i>Topic</i>	5. Law Consequence: Dispute Settlement
<i>Overview</i>	A second alleged consequence of law is dispute settlement or conflict resolution. Here we will examine when laws are used to settle disputes, who used them, and how often the courts are involved.
<i>Objectives</i>	1) Identify the different methods for <u>processing</u> disputes; 2) Compare and contrast these processes in terms of similarities and differences; 3) Critically evaluate the degree of “dispute settlement” achieved via the courts; 4) Identify the users of court services and their reasons for doing so; and 5) Summarize research findings on the relationship between social development and litigation
<i>Focus Questions</i>	Does the law settles disputes or is it more a source of conflict? Are Americans “sue” happy?
<i>Readings</i>	<ul style="list-style-type: none">• Vago, Ch. 6• *Grossman, et al "Do the Haves Still Come Out Ahead?"• *Epp, "The Two Motifs of 'Why the Haves Come Out Ahead' and Its Heirs"
<i>Presentations</i>	View PowerPoint presentation on “Conflict Resolution?”
<i>Discussion</i>	No Discussion Board Happy Spring Break 2009!
<i>Activities</i>	Download Study Guide #3 and begin work on questions #1 thru #11. Contact your mentor if you need assistance Tie in Vago and readings with PowerPoint presentation
<i>Assessments</i>	Answer the anonymous extra credit survey #2 by Friday Mar 6th, 11:55pm Use the study guide for self evaluation
<i>Checklist</i>	<ol style="list-style-type: none">1. <input type="checkbox"/> Have you read <the assigned chapter>?14. <input type="checkbox"/> Have you viewed <the presentation>?15. <input type="checkbox"/> Have you answered the extra credit survey?16. <input type="checkbox"/> Have you answered the study guide questions or contacted your mentor for assistance?

Weeks 11-13

Topic **6. Law Consequence: Social Change**

Overview **The study of the effects of legislation on social conditions is known as social impact studies or social policy evaluation. Here we will look at the problems for assessing the degree to which laws accomplish or fail to accomplish their purpose(s). The problems reside on the intentions of the law itself and on the environment in which it operates, namely policymakers, enforcers, interpreters, and target populations.**

Objectives 1) Identify the methodological problems for evaluating the extent to which the law brings about social change; 2) Describe how lawmakers, enforcers, interpreters, and the general population limit the degree of social change brought about by laws; 3) Relate the effect of law on social conditions to its other consequences for social control and dispute settlement; and 4) Relate the impact of law on society to the social origins of law

Focus Questions **Is the law an instrument of change? Is it possible to measure this effect? If not why? If yes, are the changes expected or unexpected? Are the changes short or long term? Are the changes limited and by what, who, and how? Are the changes for the common good or rather beneficial to some groups more than to others? How does the effect of law on social change relate to its social control and conflict resolution effects?**

Readings • Vago, Ch. 7, 9 (pp: 465-473)

Presentations • View PowerPoint presentation on “Legal Impact Studies”

Discussion Go to your group’s Discussion Board and read the question(s). Drawing from the assigned materials, think about your answer. See syllabus p. 8 for posting criteria.

Post an original contribution by Sunday, Mar 29th 11:55pm and a reply by Wednesday, Apr 1st , 11:55pm

Activities Answer study guide questions # 12 thru # 19

Contact your mentor if you need assistance

Tie in Vago with presentation on law and social change. Pay special attention to the relationship among the three consequences of law (answer the last focus question above)

Assessments

Use the study guide for self evaluation

Test #3 Topics 5 and 6, Apr 2nd 12 am to Apr 3rd 11:55 pm

Checklist

1. Have you read <the textbook>?
17. Have you viewed <the presentation>?
18. Have you posted <your contributions to the discussion board>?
19. Have you answered the study guide questions or contact your mentor for assistance?
20. Have you answered the last focus question?

Weeks 14-16

<i>Topic</i>	7. The Legal Profession
<i>Overview</i>	This topic focuses on the development of the legal profession and training of lawyers. It discusses the role of gender, race, and class in the successful career of lawyers as well as changes in the future of the profession.
<i>Objectives</i>	1) Describe the history of the legal profession in the USA; 2) Identify the characteristics of a profession as it applies to practice of law and the challenges to the autonomy of lawyers in the future; 3) Outline the socio-demographic characteristics of lawyers and law schools; 4) Compare and contrast the types of settings where lawyers work; 5) Compare and contrast the differences in the career of lawyers due to gender and race
<i>Focus Questions</i>	Why do lawyers rank very high in occupational prestige? Are all specialties similar in prestige? Who goes to law school? How are lawyers trained? What factors account for the successful career of lawyers? What is the paradox of the contented female lawyer? What challenges to their autonomy are faced by lawyers?
<i>Readings</i>	<ul style="list-style-type: none">• Vago Ch. 8• *Erlanger, et al “Law Student Idealism and Job Choice: Some New Data on an Old Question”• *Hagan, “The Gender Stratification of Income Inequality among Lawyers”
<i>Presentations</i>	*View PowerPoint presentation on “Sociological Analysis of the Profession”
<i>Discussion</i>	Go to your group’s Discussion Board and read the question(s). Drawing from the assigned materials, think about your answer. See syllabus p. 8 for posting criteria. Post an original contribution by Sunday, Apr 19 th , 11:55pm and a reply by Wednesday, Apr 22 nd 11:55pm
<i>Activities</i>	Answer study guide question #4 Tie in Vago, readings and presentation
<i>Assessments</i>	Answer the anonymous extra credit survey #3 by Friday, Apr 18th ,

11:55pm

Final Exam (Topic 7)

Apr 23rd 12:01am to Apr 24th 11:55pm

Checklist

1. Have you read <your assignment>?
21. Have you viewed <your assignment>?
22. Have you posted <your assignment>?
23. Have you completed<your assignment>?