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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 two 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.

Dr. Gloria T. Lessan, Associate-In Teaching
513 Bellamy, Sociology Department
Ph#: (850)644-6416 (Sociology Department)
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Mentors

**Jasmine Armstrong** ja13g@my.fsu.edu
**Hena Wadhwa** hkw14b@my.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

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.
Help with Course-Content and E-Textbook “Sociology of Law”

**Help with access card for and tests in, E-textbook**

You are using an electronic textbook published by Great River Technologies headquartered in Dubuque, Iowa. The web support technicians from GRT are here to help you with accessing the text, accessing the tests in the textbook, answer your questions and remedy any technical problems with test-taking.

Additionally, **if you have technical problems while taking a test**, immediately do the following:

- contact *GRT websupport* with an explanation about the problem,
  websupport@greatriverlearning.com
- contact (cc) *the instructor* explaining your situation glessan@fsu.edu

Above all, keep us informed about your need for assistance at all times.

**Help with readings content**

Your **course mentor is always your main source** for questions and concerns about:

- Your understanding of course readings
- 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 Discussion Board 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 work on my essay for the discussion board, will the mentor be available to answer questions I might have about the essay?”
- “Will I be at a disadvantage because I live too far away from you to ever meet with you face-to-face?”
- “Will I be able to contact you directly via office hours?” or “meet with you face-to-face?”

**Contact your lead faculty only when:**

You are unable to access the test or lost access to it

Your mentor directs you to do so

Or when you have a problem that is not adequately addressed by your mentor.
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 theme of study for the unit, as well as a brief description of the assigned readings and activities.

Objectives

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

Focus Questions

The important questions about the major issues and concepts related to the unit 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 a reply to at least one of your group members entry.

Assignments

This section lists applications and practices that will help you achieve
the unit’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 unit 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

Course Number, Title, and Prerequisites

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYP 3540</td>
<td>Sociology of Law</td>
<td>Three semester hours</td>
<td>None</td>
</tr>
</tbody>
</table>

Course Description

This course is a sociological analysis of the legal order. It is a three credit hours course, meaning that for every hour of “instruction” there are three extra hours of study per week. 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

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. Describe 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

Lessan, Gloria T. 2013. Law and Society: A Primer. Great River Technologies: Dubuque, IA

The text is in electronic format. For those of you who prefer paper to underline or mark text, you can make copies of your own. The cost to print will be very low or at least comparable to a printed version of an e-book. The e-book is available through purchase of an access card from the FSU Bookstore and Bill’s Bookstore.

The readings listed for the course and the content of it are subject to change.
Students will be notified of the changes via Announcements on Blackboard or an email in due time. Thus, make a habit to check your email and the course Blackboard every day during the semester.

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 to consult 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 an understanding vocabulary as well as any common legal jargon you might encounter in this class and media outlets or 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.

Reading Assignments

Students are expected to have active and constructive course participation. Hence, assigned readings should be read during the corresponding class dates 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.

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 for assistance when you need it.
- 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 and use them as reference when doing coursework for this class, e.g. essays on the Discussion Board forums.
- Do Not Use Wikipedia as a source for your coursework

In order for the student to do self-assessment of his/her understanding of the assigned reading materials on the topic under study, there are four study guides with questions for each topic. Answer these questions as indicated in calendar and in this course guide. If you need assistance
on the study guide, CONTACT YOUR MENTOR.

The grade requirements involve a student’s contribution to the six Discussion Board (Db) Forums and four on-line exams. Each Db forum refers to the topic on Sociology of Law under study. Students will be asked to use i.e. illustrate concepts, apply theoretical arguments, or compare socio-legal views from the research literature in Sociology of Law.

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

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 unit e.g. Unit 3, 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 socio-legal topic and participate on the discussion board by using arguments with citation and references from class readings or additional academic sources. So read the assigned readings before attempting to write your original essay and substantive reply for the Discussion Board.

You are REQUIRED to participate twice in the discussion of the issue(s) under study. First is the posting of your original answer to the question of the Discussion Board before or no later than 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. Your reply has to have substance rather than mere personal opinions. Ponder on your informed position on the issue and respond to one of your classmates’ views at a later due date. These two deadlines are indicated in the course calendar, course guide and Blackboard Assignments.

Posting Criteria

The first rules are the minimal parameters for evaluating the format of the posted essay followed by the rules for grading the content, quality, completeness, and creative criteria of your essay.

1. Avoid personal opinions as main answers to the question in the Db. You can express your opinion as a side-comment. Instead, write academic arguments using your own words; use quotes sparsely and reference them appropriately. Reference your arguments with proper
citations and include full references at end of essay. Your academic sources could be class textbook, assigned readings, e.g. Lessan, Unit 1, Types of Law, par.2 or research journals. Newspaper and magazine articles are accepted as long as the former sources are included as well.

2. The length of your original entry is to be at least, two double-spaced paragraphs of 7-8 sentences each i.e. about ¾ of a screen. Longer entries are welcome but try to limit to one full screen for the sake of your mentor’s eyes.

3. Use formal academic language; avoid colloquialisms, such as contractions. Use 11-12 font size, college-paper margins, and American Psychological/Sociological Association format for citations.

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 due to format errors.

Very importantly, the grade on your essay-contribution is to reflect the following college-level standards:

95-100 A Excellent, creative and superb command of the subject matter
90-93 A- Creative and outstanding command of the subject matter
87-89 B+ Above average level but not outstanding grasp of the material
84-86 B Above average but thin understanding of some readings
80-83 B- Above average but misses some parts of the readings and thus is unable to apply subject matter at all levels
77-79 C+ Average level of achievement with some mastering yet narrow application of the material
74-76 C Average level of achievement; it refers to the readings in a superficial way suggesting spotty understanding of the material
70-73 C- Close to average due to spotty understanding of the material and inability to apply readings
67-69 D+ Below average understanding, showing little knowledge of the material
64-66 D Below average level with multiple contradictory arguments
60-63 D- Below average understanding thus failure to apply readings
59 or lower F Fails to understand and address the readings on the subject matter

In a nutshell, participate with strong academic quality work in order to enrich the forums and the whole course. 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 arguments 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. **These exams are accessed from the e-book Sociology of Law**

The study guide questions will be posted on Blackboard for each of the tests. Answer them according to the instructions in the calendar and Bb/Assignments for each topic. Use class readings to answer the study guide. 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. The reading material however, is the same for the study guide and the test; the difference is the format of the questions in the test. Nonetheless, **the study guide is not a contract that defines the test!**

Do not wait until the eve of the test to read and study the material in order to answer the study guide.

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

A 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 makeup exam could have a different format from the original i.e. short-answer and essay questions.

**Grading**

**Grading**

*There are two anonymous surveys in the semester. Each will give you 10 extra credit points for the first and last exam. Alternative extra credit opportunities will be given for the other tests of the course.*

There are four on-line exams in the course. Each exam is worth 10% of the final grade or 40% total. There are six Discussion Boards, each contributes with 10% to the final grade for a total of 60%.

All exams and discussion board participations are graded on a scale of 0-100. The equivalent letter grade is shown as follows:

<table>
<thead>
<tr>
<th>Exam Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
</tbody>
</table>
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

Class announcements and grades for exams and Dbs will be posted on the Bb for SYP3540-web course. 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 immediately regarding problems with grades. Keep hard copies of your grade book at every posting.

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.


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**

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 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/
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings and Homework Assignments</th>
<th>Discussion Board Due</th>
<th>Assessment and Examinations</th>
</tr>
</thead>
</table>
| 1-2 (5/11-5/20) | 1. Introduction to Sociology of Law | Lessan, Unit 1  
Black, 1983 *Law Dictionary* (definition of law and related terms)  
*Schur, “Law and Society”* (1968:24-78)  
*Plessy as "Passing": Judicial Responses to Ambiguously Raced Bodies in Plessy v. Ferguson* Author(s): Mark Golub  
Source: Law & Society Review, Vol. 39, No. 3 (Sep., 2005), pp. 563-600 | Post your original contribution to the discussion forum before or on **Monday May 18th, 11:55 PM** | Answer questions 1 thru 13 from study guide #1 before the next topic. |
| 2-4 (5/21-6/01) | 2. The Social Roots of Law: Custom, Structure, and Inequality | Lessan, Unit 2  
*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”*  
*Going to the Chapel? Same-Sex Marriage Bans in the United States, 1973–2000* Author(s): SARAH A. SOULE  
Post a reply by **Wednesday by Jun 3rd, 11:55 PM** | Finish answering questions of study guide #1 before exam  
First Exam (Topics 1 and 2)  
**Jun 4th, 0:01 AM to Jun 5th,11:55 PM**  
Please think about your answers to Extra Credit Survey #1 and reply by **Saturday, Jun 6th, 11:55 PM** |
## Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings and Homework Assignments</th>
<th>Discussion Board Due</th>
<th>Assessment and Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 (6/7-6/15)</td>
<td>3. Lawmaking</td>
<td>Lesson Unit 3</td>
<td>Post an original contribution by Monday, Jun 15&lt;sup&gt;th&lt;/sup&gt;, 11:55 PM</td>
<td>Begin answering study questions 1 thru 14 from study guide #2 before the DB on this topic is due.</td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings and Homework Assignments</td>
<td>Discussion Board Due</td>
<td>Assessment and Examinations</td>
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<td>Week</td>
<td>Topics</td>
<td>Readings and Homework Assignments</td>
<td>Discussion Board Due</td>
<td>Assessment and Examinations</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
*The Impact of Gun Laws on Police Deaths  
Author(s): David B. Mustard  
A Conference Sponsored by the American Enterprise Institute and the Center for Law, Economics, and Public Policy at Yale Law School (October 2001), pp. 635-657  
* Increasing Convictions in Domestic Violence Cases: A Field Test in Milwaukee  
Author(s): Robert C. Davis, Barbara E. Smith and Caitilin R. Rabbitt  
Post a reply by Wednesday, Jul 22nd, 11:55 PM | Continue answering questions 12 thru end from study guide #3 before exam #3.  
Third exam (Topics 5 and 6) Jul 23rd, 0:01 AM to Jul 24th, 11:55 PM  
After test take extra-credit quiz (access it via textbook) during 7/23, 0:01 AM to 7/24, 11:55 PM |
| 12-13  | 7. The Legal Profession        | Lessan, Unit 7  
*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”  
*Even Lawyers Get the Blues: Gender, Depression, and Job Satisfaction in Legal Practice  
Author(s): John Hagan and Fiona Kay  
Post a reply by Wednesday, Aug 5th, 11:55 PM | Answer questions from study guide #4  
Final Exam (Topic 7)  
Aug 6th, 0:01 AM to Aug 7th, 11:55 PM  
After test answer Extra Credit Survey #2 by Saturday, Aug 7th, 11:55 PM |
### Weeks 1-2: May 11th – May 20th

**Topic**
1. Introduction to Sociology of Law

**Overview**
This is an introduction to the field of Sociology of Law, its history and main argument: law and society are inseparable. The discussion stresses the lack of agreement among social scientists on the elusive notion of law, and the consequences such differences have for evaluating what events represent or do not represent law.

**Objectives**
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.

**Focus Questions**
If law varies in meaning, which events are to be considered law and which are not? And who says it?

**Readings**
- Lessan, Unit 1
- Definition of law and related terms in Black (1983) Law Dictionary
- *Schur “Law and Society” (1968:24-78)

**Presentations**
- *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.

**Discussion**
Go to the Discussion Board site for your group and read the question. Drawing from the assigned materials, think about your answer. See syllabus p. 10 for posting criteria.

Post an original contribution on your group Discussion Board by Monday, May 18th by 11:55pm and a reply by Wednesday, May 20th by 11:55pm.

**Activities**
Download study guide #1 and begin answering the questions #1 thru #13 before May 20th.

Tie in readings from Lessan and extra readings posted on Bb. If you need assistance regarding the reading materials contact your mentor.

**Assessments**
Use the study guide questions for self evaluation. Post your essays on the forum under discussion and comment on the content of one of

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Summer 2015

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SYP 3540
your classmates’ contribution.

**Checklist**

1. □ Have you read <assigned readings>?

2. □ Have you posted your answers to <discussion forum>?

3. □ Have you answered study guide questions and contacted your mentor regarding assistance on it?

4. HAVE YOU CONTACTED YOUR MENTOR FOR ASSISTANCE?
Weeks 2-4: May 21st - Jun 5th

**Topic**  
2. The Social Roots of Law: Custom, Structure, and Inequality

**Overview**  
This section introduces the main ideas of several sociological theories regarding a) society and b) the connection between society and law.

**Objectives**  
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.

**Focus Questions**  
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?

**Readings**  
- Lessan, Unit 2

**Presentations**  
* Presentations for this topic is described in Table 2.3 Lessan, Unit 2

**Discussion**  
Read the question for discussion in your group’s forum and think about your answer and references. See syllabus p.10 for posting criteria.

Post original contribution to the Db by Monday, May 31st, 11:55pm and a reply by Wednesday, Jun. 3rd, 11:55pm.

**Activities**  
Answer study guide questions # 14 thru #36 before Jun. 3rd

Contact your mentor for assistance if you have problems with reading materials or with answering study guide questions.

**Assessments**  
Use the study guide questions for self-evaluation.

Post your essays on the forum under discussion and comment on the content of one of your classmates’ contribution.

First Exam (Topics 1 and 2) Thursday, Jun. 4th, 00:01 AM to Jun. 5th, by 11:55 PM.

Answer the anonymous extra credit survey #1 by Saturday, Jun. 7th, 11:55pm.
Checklist

1. ■ Have you read <the assigned readings>?
2. ■ Have you viewed <the assigned presentation>?
3. ■ Have you posted <your contributions to the discussion forum>?
4. ■ Have you completed the study guide questions and contacted your mentor and instructor for assistance?
Weeks 5-6: Jun. 7th - Jun. 15th

**Topic**  
3. Lawmaking

**Overview**  
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.

**Objectives**  
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.

**Focus Questions**  
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?

**Readings**  
- Lessan, Unit 3  
- *Montini, “Gender and Emotion in the Advocacy for Breast Cancer Informed Consent Legislation*  
- *Flowchart on Lawmaking*  

**Presentations**  
View PowerPoint presentation on “All About Lawmaking” and relate it to the Flowchart on Lawmaking

**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. 10 for posting criteria.

Post an original contribution by Sunday, Jun. 15th, 11:55 PM  
Post a reply by Wednesday, Jun 17th, 11:55 PM

**Activities**  
Download Study Guide #2 and begin working on questions #1 thru #14 before Jun. 15th. Contact your mentor for assistance if you have problems with reading materials or with answering study guide questions
Assessments

Use the study guide questions for self evaluation.
Post both of your essays on the forum under discussion: your original contribution and the comment/assessment on the content of one of your classmates’ contribution.

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?
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.

Objectives
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

Focus Questions
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? Does law enforcement bring about social order? When enforcement of substantive civil or criminal law takes place while violating procedural law, does it mean order?

Readings
- Lessan, Unit 4
- *Mosoff, “Motherhood, Madness, and Law”

Presentations
View PowerPoint presentation on “Social Control”

Discussion
Go to the Discussion Board site for your group and read the question. Drawing from the assigned materials, think about your answer. See syllabus p. 10 for posting criteria.

Post an original contribution by Sunday, Jun. 29th by 11:55 PM and a reply by Wednesday, Jul. 1st by 11:55 PM

Activities
Answer study guide question #2 before Jul. 1st
Contact your mentor if assistance is needed
Tie in Lessan and Bb readings with PowerPoint presentation on social control. Answer the focus questions above as they apply to capital
punishment.

**Assessments**

Use the study guide for self-evaluation.

Post your essays on the forum under discussion: your original contribution and the comment on the content of one of your classmates’ contribution.

Second Exam (Topics 3 and 4) and Extra-Credit Quiz (access from textbook)

From Jul. 2\(^{nd}\), 00:01 AM to Jul. 3\(^{rd}\), 11:55 PM

**Checklist**

1. ☐ Have you read <the assigned readings>?
2. ☐ Have you viewed <the presentation>?
3. ☐ Have you posted <your contribution to the discussion board>?
4. ☐ Have you completed <the study guide questions or contact your mentor for assistance>?
5. ☐ Have you answered the focus questions regarding capital punishment?
6. ☐ Have you done the self evaluation?
Week 9: Jul. 7th – Jul. 11th

5. Law Consequence: Dispute Settlement

Overview
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.

Objectives
Identify the different methods for processing 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

Focus Questions
Does the law settle disputes or is it more a source of conflict? Are Americans “sue” happy?

Readings
- Lessan, Unit 5

Presentations
View PowerPoint presentation on “Conflict Resolution

Discussion
No Discussion Board

Happy Fourth of July!

Activities
Download Study Guide #3 and begin work on questions #1 thru #11 before Jul. 11th

Contact your mentor if you need assistance with answering study guide or understanding readings

Tie in Lessan and readings with PowerPoint presentation

Assessments
Use the study guide for self evaluation

Checklist
1. ☐ Have you read <the assigned chapter>?
2. ☐ Have you viewed <the presentation>?
3. ☐ Have you answered the study guide questions or contacted your mentor for assistance?
Weeks 10-11: Jul. 12\textsuperscript{th} – Jul. 24\textsuperscript{th}


\textbf{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.

\textbf{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.

\textbf{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?

\textbf{Readings} • Lessan, Unit 6
• *Example of Unintended Effects: “The Impact of Gun Laws on Police Deaths”
• *Example of Effective Social Change: “Increasing Conviction in Violent Cases in Milwaukee”

\textbf{Presentations} • View PowerPoint presentation on “Legal Impact Studies”

\textbf{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. 10 for posting criteria.

Post an original contribution by Monday, Jul. 20\textsuperscript{th}, by 11:55 PM and a reply by Wednesday, Jul. 22\textsuperscript{nd}, 11:55p PM

\textbf{Activities} Answer study guide questions # 12 thru # 19 before Jul. 22\textsuperscript{nd}
Contact your mentor if you need assistance
Tie in Lessan, Unit 6 with Power Point presentation on law and social change. Pay special attention to the relationship among the three
consequences of law (answer the above focus question above)

Assessments

Use the study guide for self-evaluation.

Post your original essay about the forum topic under discussion and a comment on the content of one of your classmates’ contribution.

Test #3 (Topics 5 and 6) and Extra-Credit Quiz (access from e-textbook)

From Jul. 23rd, 00:01 AM to Jul. 24th, 11:55 PM

Checklist

1. □ Have you read <the textbook>?
2. □ Have you viewed <the presentation>?
3. □ Have you posted <your contributions to the discussion board>?
4. □ Have you answered the study guide questions or contact your mentor for assistance?
5. □ Have you answered the above focus questions?
Weeks 12-13: Jul. 25th – Aug. 7th

**Topic**  
7. The Legal Profession

**Overview**  
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.

**Objectives**  
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

**Focus Questions**  
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?

**Readings**  
- Lessan Unit 7
- *Even Lawyers Get the Blues: Gender, Depression, and Job Satisfaction in Legal Practice Author(s): John Hagan and Fiona Kay Source: Law & Society Review, Vol. 41, No. 1 (Mar., 2007), pp. 51-78*

**Presentations**  
*View PowerPoint presentation on “Sociological Analysis of the Profession”*

**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. 10 for posting criteria.

Post an original contribution by Monday, Aug. 3rd, 11:55 PM and a reply by Wednesday, Aug. 5th, 11:55 PM

**Activities**  
Answer study guide question #4 before Aug. 3rd

Tie in Lessan, Unit 7 with journal articles and Power Point presentation

**Assessments**  
Post your essays on the forum under discussion and comment on the content of one of your classmates’ contribution.
Final Exam (Topic 7) Aug. 6th, 00:01 AM to Aug. 7th, 11:55 PM

Answer the anonymous Extra Credit Survey #2 posted on Bb by Friday, Aug. 7th,
11:55 PM

Checklist

1. □ Have you read <your assignment>?

2. □ Have you viewed <your assignment>?

3. □ Have you posted <your assignment>?

4. □ Have you completed <your survey #2>?