

**Law and Society:
Exploring Everyday Aspects of Law**

Professor: Liz Chiarello	Office: 1921 Morrissey Hall
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Classroom: McGannon Hall 211	Course Number: SOC 359
Meeting Day/Time: TR 12:45-2:00pm	Website: blackboard.slu.edu

Course Description

What is the law? In democratic societies, we generally conceive of law as something “out there,” a clear set of rules and requirements of citizenship that are established in the legislative, judicial, and executive branches of government. The law and society tradition challenges these ideas by examining how law is created, interpreted, and enacted in everyday practices. This course focuses on the social construction of law in its social context, paying special attention to how individuals become aware of law, how they mobilize law in specific circumstances, how those with power over legal resources distribute them (often unequally), and how organizations structure the implementation of law.

Course Objectives

- Establish a strong working knowledge of socio-legal theories of law
- Learn to actively engage with and effectively summarize academic literature
- Learn to synthesize key ideas across topics
- Enhance discussion and public speaking skills

Required Readings

Available at the SLU Bookstore:

Calavita, Kitty. 2010. *Invitation to Law and Society: An Introduction to the Study of Real Law*: University of Chicago Press.

Ewick, Patricia and Susan S. Silbey. 1998. *The Common Place of Law : Stories from Everyday Life*. Chicago: University of Chicago Press.

Epp, Charles, Maynard-Moody, Steven, and Haider-Markel, Donald. 2014. *Pulled Over: How Police Stops Define Race and Citizenship*. Chicago: University of Chicago Press.

Kellogg, Katherine C. 2011. *Challenging Operations : Medical Reform and Resistance in Surgery*. Chicago: University of Chicago Press.

Course Requirements

1. **Reading Notes (worth 100 points):** Reading notes are designed to help you synthesize the material for the week to get a sense of why it is important to understand this issue and how it fits in to the law and society literature. You will provide a brief summary of the reading (3-4 sentences), define two major terms, and critically evaluate two quotes from the article. Reading notes are due at the

beginning of class and must be typed using the Reading Notes Template (available on the course website). **Be sure to correctly cite the work you are reading!** (You do not need a references page, just be sure to correctly use in-text citations). You are responsible for **one set of reading notes for eight classes** that summarize and discuss the reading assigned that day. Reading notes must be turned in at the beginning of class. No late reading notes will be accepted without **official** (doctor's note or equivalent) documentation to explain your absence.

2. **Book Reports (worth 300 points):** A major objective of this class is to encourage you to synthesize the knowledge you are gaining over the course of the semester. The reading notes are like building blocks, demonstrating your knowledge of the key issues in the readings. Book reports are like buildings you create with those blocks, they tell a larger story about what this book is about and why it is important. You will be responsible for three book reports, one for each book we read, and they will be worth 100 points each. More details on this assignment will be posted on the Blackboard site.
3. **Media Project (worth 200 points):** Once you begin to understand how ubiquitous the law is, you will begin to see it everywhere in your everyday lives. This project is an opportunity for you to recognize and document the law as you encounter it. You will spend 24 hours documenting each encounter you have with the law and use that experience to relate your experiences of law with the readings from this class. **BE CREATIVE!** You are strongly encouraged to take pictures of your encounters with the law and to write in detail about your experiences. This project has two components: a narrative documenting your encounter with the law and a presentation where you will share your findings with the class (worth 100 points each).
4. **Comparative Paper and Presentation (worth 300 points):** By the end of this class you will have had significant exposure to socio-legal concepts and will be effective and efficient consumers of academic material. Now, your job is to synthesize information by reading an additional book and writing a paper that compares its findings to one of the books we read together in class (worth 200 points). The professor will provide you with a list of options that match each book we have read and you will select from one of those. You will present your findings in front of the class (worth 100 points). This paper and presentation will be due the final week of class (NOT during finals week), so be sure to plan accordingly.
5. **Attendance/Participation (worth 100 points):** This class involves building knowledge over time through reading, lecture, and discussion. You cannot participate in this process if you are not present. **I take attendance each day** and award participation points based on making thoughtful contributions and asking compelling questions. **BE ON TIME! If you enter class after I have taken attendance, you will not receive attendance points for that day.** If you have extenuating circumstances that will make it difficult for you to get to class on time, let me know and I will do my best to accommodate you (but be prepared to offer proof). The first two classes missed will result in 3 points removed from your attendance grade. If you miss between three and four classes, absences 3 and 4 will result in a removal of 10 points from your attendance grade for each absence. Missing 5 or more classes will result in a lowering of your course grade by one letter grade in addition to the attendance points lost. In a nutshell, don't miss class!

6. **Extra Credit (10 points):** You may earn extra credit points for completing one additional set of reading notes on the book you choose for your comparison paper. These should follow the same format as reading notes in general. **Note: No partial credit will be given.**

Grade Breakdown – 1000 Points Possible

A	=	94% to 100%	=	940-1000
A-	=	90% to 93%	=	900-930
B+	=	87% to 89%	=	870-890
B	=	84% to 86%	=	840-860
B-	=	80% to 83%	=	800-830
C+	=	77% to 79%	=	770-790
C	=	74% to 76%	=	740-760
C-	=	70% to 73%	=	700-730
D+	=	67% to 69%	=	670-690
D	=	64% to 66%	=	640-660
D-	=	60% to 63%	=	600-630
F	=	59% or less	=	590 or less

SLU’s Undergraduate Grading Scale: Arts & Sciences

The undergraduate grading system at Saint Louis University follows a 0 - 4.000 grade point scale. Grades are assigned as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	Approaching high achievement
B+	3.300	Slightly higher than above average achievement.
B	3.000	Above average achievement
B-	2.700	Approaching above average achievement
C+	2.300	Slightly higher than average achievement
C	2.000	Average achievement
C-	1.700	Below average achievement. Grade may not fulfill “C or better” course requirements
D	1.000	Inferior but passing achievement. Students should check individual School or departmental policies for further information on potential implications of “D” grades
F	0	Failure

Class Policies - Important Things to Know For This Class

Be Prepared! This course works better when everyone is engaged, and you can engage best when you have done the reading and arrive prepared to discuss it. A large proportion of your grade comes from in-class work (attendance/participation) so it is essential that you attend each class and come prepared to discuss the material. I will **not** give incompletes in this course. Joining the class late is **never** an excuse for missing assignments. You **will** lose points for any assignment(s) you missed during your absence. Pay attention to deadlines.

Etiquette – What is Expected of You in This Course – As with all classes, your behavior should be professional and academic. This means getting to class on time, **turning off cell phones, computers, tablets, ending chat sessions** and being prepared to work. If you are waiting for an emergency call, let me know before class starts and I am happy to accommodate you.

Blackboard/Emails – Please visit the course Blackboard site frequently to check for updates. All handouts are posted on Blackboard. Also, check your emails frequently, I send out important information via email. If you have not activated your SLU account or you do not clean out your email disk space frequently, you will not get these emails. Please let me know if you have an alternate email account that you want me to use. **If you have something you would like to discuss, meet with me before or after class or set up an appointment with me at another time. E-mailing is often not the best or most efficient way for me to help you.** I attempt to respond to e-mails within 24 hours, but do not respond in the evenings or on weekends, so be sure to leave yourself plenty of time to prepare for your assignments in case questions arise (and they inevitably do).

Academic Integrity And Honesty – <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty> <http://www.slu.edu/x12657.xml>

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to, assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University. Students should review the College of Arts and Sciences policy on Academic Honesty, which can be accessed on-line at <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education> under "Quicklinks for Students" or in hard copy form in the Arts and Sciences Policy Binder in each departmental or College office.

Where to Get Extra Help – If you have a disability that requires accommodation, contact the [SLU Disability Services office](#) to discuss the help they have to offer you. For those in need of counseling contact the [SLU Student Health and Counseling Center](#). For those needing tutoring or help with

paper writing contact the [SLU Student Success Center](#). For international students, the [SLU Office of International Services](#) is available to offer an array of resources.

Students With Special Needs-Disability Services – <http://www.slu.edu/x24491.xml>

Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus, due to presence of a disability, should contact the Office of Disabilities Services <<http://www.slu.edu/x24491.xml>>. Please telephone the office at 314-977-8885, or visit Suite 331 in the Busch Student Center. Confidentiality will be observed in all inquiries.

Course Content Disclaimer – In this course, students may be required to read text or view materials that they may consider offensive. The ideas expressed in any given text do not necessarily reflect the views of the instructor, the Sociology Department, or Saint Louis University. Course materials are selected for their historical and/or cultural relevance, or as an example of stylistic and/or rhetorical strategies and techniques. They are meant to be examined in the context of intellectual inquiry of the sort encountered at the university level.

Writing Center – I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any writing, multimedia project, or oral presentation. During the one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! For more information, or to make, change, or cancel an appointment, call 977-3484 or visit <http://www.slu.edu/writingservices.xml>.

Course Evaluations

All course evaluations will be conducted online towards the end of the quarter. Your feedback is important for improving the course next time around, so please be sure to fill out the evaluation form.

Daily Assignments

Week 1	INTRODUCTION TO LAW AND SOCIETY	
Tuesday	Required Readings	None
	In-Class Activities	<ul style="list-style-type: none"> • Introduction/Icebreaker • In-Class Exercise: Finding Law in Narrative • Discuss Syllabus and Course Expectations
Thursday	Required Readings	Calavita. 2010. Invitation to Law & Society. Pp. 1-29
Week 2	SITUATING LAW IN SOCIETY AND SOCIETY IN LAW	
Tuesday	Required Readings	Calavita. 2010. Invitation to Law & Society. Pp. 30-50
	DUE	Reading Notes: Calavita pp. 1-50.
Thursday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. xi – 32.
Week 3	LAW IN THE EVERYDAY	
Tuesday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 32 – 53.
	DUE	Reading Notes: Ewick and Silbey pp. xi-53.
Thursday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 57-73.
Week 4	LAW IN THE EVERYDAY	
Tuesday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 74-107.
	DUE	Reading Notes: Ewick and Silbey pp. 57-107.
Thursday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 108-128.
Week 5	LAW IN THE EVERYDAY	
Tuesday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 129-164.
	DUE	Reading Notes: Ewick and Silbey pp. 108-164.
Thursday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 165-180.
Week 6	LAW IN THE EVERYDAY	
Tuesday	Required Readings	Ewick and Silbey. 1998. The Common Place of Law. Pp. 181-250.
	DUE	Book Report #1
Thursday	In-Class Activities	Writing Workshop
Week 7	DECIDING WHO GETS WHAT: FRONTLINE WORK, CONSTRUCTION OF DESERVINGNESS, AND PUNISHMENT	
Tuesday	Required Readings	1. Calavita. 2010. Invitation to Law & Society. Pp. 94-115. 2. Epp et al. 2014. Pulled Over. Pp. xv-25.
	DUE	Reading Notes: Epp et al. Pp. xv-25.
Thursday	Required Readings	Epp et al. 2014. Pulled Over. Pp. 26-73
Week 8	DECIDING WHO HAS AND WHO HAS NOT: FRONTLINE WORK, CONSTRUCTION OF DESERVINGNESS, AND PUNISHMENT	
Tuesday	Required Readings	Epp et al. 2014. Pulled Over. Pp. 74-113

	DUE	Reading Notes: Epp et al. Pp. 26-113
Thursday	Required Readings	Epp et al. 2014. Pulled Over. Pp. 114-151
March 9-15	SPRING BREAK	
	Enjoy your break!	
Week 9	DECIDING WHO HAS AND WHO HAS NOT: FRONTLINE WORK, CONSTRUCTION OF DESERVINGNESS, AND PUNISHMENT	
Tuesday	Required Readings	Epp et al. 2014. Pulled Over. Pp. 151-184
	DUE	Book Report #2
Thursday	In-Class Activities	Writing Workshop
Week 10	PICTURE THIS: DOCUMENTING OUR EXPERIENCES WITH LAW	
Tuesday	Required Readings	None
	In-Class Activities	Presentation of Media Project (3 students)
	DUE	1. Media Project Slideshow (all students) 2. Media Project Narrative (all students)
Thursday	Required Readings	None
	In-Class Activities	Presentation of Media Project (3 students)
Week 11	THE LAW "IN-BETWEEN": HOW ORGANIZATIONS IMPLEMENT, REINTERPRET, AND RESIST LAW	
Tuesday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 1-20
	DUE	Reading Notes: Kellogg. Pp. 1-20.
Thursday	NO CLASS	EASTER BREAK!!
Week 12	THE LAW "IN-BETWEEN": HOW ORGANIZATIONS IMPLEMENT, REINTERPRET, AND RESIST LAW	
Tuesday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 21-49.
	DUE	Reading Notes: Kellogg. Pp. 21-49.
Thursday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 73-94.
Week 13	THE LAW "IN-BETWEEN": HOW ORGANIZATIONS IMPLEMENT, REINTERPRET, AND RESIST LAW	
Tuesday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 95-114
	DUE	Reading Notes: Kellogg. Pp. 73-114.
Thursday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 115-146
Week 14		
Tuesday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 147-164
Thursday	Required Readings	Kellogg. 2011. Challenging Operations. Pp. 165-187
	DUE	Book Report #3

Week 15	COMPARING ACCOUNTS OF LEGALITY	
Tuesday	Required Readings	<ol style="list-style-type: none"> 1. Book of your choice (from list) 2. Calavita. 2010. Invitation to Law & Society. Pp. 148-154
	In-Class Activities	Presentation of Comparison Paper (3 students)
	DUE	Comparison Paper (all students)
Thursday	In-Class Activities	Presentation of Comparison Paper (3 students)
		Course Evaluations and Wrap-Up
Week 16	FINAL EXAM PERIOD	
	There is no final exam for this class. Enjoy your summer break!	