

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: SOCY 370 – Sociology of Law

Date Submitted: 03/20/2020

Proposed Effective Date: Spring 2021

	Name	Email	Phone	Dept
Dept Chair or UPD	J. Kevin Eckert	eckert@umbc.edu	5-5698	SAHAP
Other Contact	Aubrey Jackson Soller	aubrey@umbc.edu	5-2059	SAHAP

COURSE INFORMATION:

Course Number(s)	SOCY 370
Formal Title	Sociology of Law
Transcript Title (≤30c)	Sociology of Law
Recommended Course Preparation	SOCY 101
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course investigates the role of law in society. It reviews key sociological theories and concepts about the origins, purpose, organization, and consequences of law, as well as social scientific research on the law and legal system. Course content covers themes such as inequality, discrimination, legal practice, and criminal justice.

RATIONALE FOR NEW COURSE:

- Sociology of Law will be part of a suite of regularly offered criminology courses the Sociology Program is developing to meet extant student demand within the major and across campus for education in this core area of Sociology. This course will be particularly important for students interested in attending law school or entering other legal or criminal justice-related occupations. This course is intended to contribute to a certificate in Criminology, Law and Society that SAHAP is currently developing.
- The course will be taught at least once per academic year.
- The course can count towards 3 credits of upper division electives for the Sociology (12 required), Anthropology (6 possible), and Health Administration and Policy (6 possible) majors, as well as for the Sociology minor (6 required).
- This course will serve students primarily in the social sciences who have completed 1-2 years of college coursework, but also will serve students in other disciplines, especially those interested in attending law school or related graduate programs.
- This course will be offered at the 300 level because it assigns challenging readings, requires students to engage with advanced sociological theory, and demands synthesis of material in written and oral expression.

- (f) The recommended course of SOCY 101 (Basic Concepts in Sociology) familiarizes students with the basic concepts, methods, and theoretical approaches in sociology. Although SOCY 101 will ease students' transition into the course, a sufficient review of relevant sociological information will be presented during the first week of Sociology of Law to orient students who have not taken SOCY 101.
- (g) The regular A-F grading method ensures that the course can count towards requirements for the SAHAP majors. Students applying to law school and related graduate programs also can point to a specific marker of their performance in the class.
- (h) This course is not repeatable for credit.

ATTACH COURSE SYLLABUS (mandatory):

The syllabus is attached.

SOCIOLOGY 370

Sociology of Law

UMBC Spring 2021

Lecture: TuTh 1 – 2:15 PM

Lecture room: Math & Psychology 104

Instructor:

Dr. Aubrey Jackson Soller, Assistant Professor

Department of SAHAP, UMBC

Email: aubrey@umbc.edu

Phone: 410-455-2059

Office Hours: Thursdays 11 AM – 12 PM or by appointment
in Public Policy 214

Technology Support:

For all questions regarding how to use the technology in this course (e.g., Blackboard) or regarding technical difficulties, please contact the Technology and Support Center at 410-455-3838.

Course Description

This course investigates the role of law in society. We will review key sociological theories and concepts about the origins, purpose, organization, and consequences of law. We also will review social scientific research on the law and legal system, as well as themes such as inequality, discrimination, legal practice, and criminal justice.

Required Course Materials:

Sutton, John R. 2001. *Law/Society: Origins, Interactions, and Change*. London: SAGE.

Print ISBN: 9780761987055, 0761987053; eText ISBN: 9781506315874, 1506315879

You may be able to rent a digital copy of this book through Amazon.com or

<https://www.vitalsource.com/referral?term=9781506315874>.

Additional required readings are available through Blackboard under “Course Information: Assigned Readings.”

Select Composition Assessments, Assignments, and other activities must be submitted through Blackboard as announced on the syllabus, in class, or via Blackboard Announcements.

Course Objectives

The expected learning objectives associated with this course are as follows:

1. Students apply basic skills in expository writing;
2. Students demonstrate critical thinking through written and oral expression;
3. Students retrieve and use written information analytically and effectively;
4. Students understand how law is situated in broader society; and
5. Students identify conditions under which law achieves or fails to achieve social change.

Course Requirements

1. Students must comply with guidelines set forth in the syllabus, announced in class, and/or posted on Blackboard.
2. *Attendance and participation* are necessary for success in this course. You are expected to have completed assigned readings prior to the class for which they are listed so that you can participate in class discussions and group activities. Additionally, new content not found in the assigned readings will be presented in class. If you miss a class, it is your responsibility to learn of any announcements, activities, or content that was presented. Your first step should be to check the syllabus, then check Blackboard, and finally, ask your classmates about what you missed. If after that you have further questions or concerns, see Dr. Jackson during office hours.

3. *In-Class Assignments.* We will have 13 in-class, unannounced assignments. Only 10 of the 13 assignments will contribute to 10% of your course grade (i.e., 1% point each).
4. *Composition Assessments.* Two take-home Composition Assessments will be given during the semester as scheduled on the list below. Only personal notes, course materials, and published academic work may be used as references during the assessments. Assessments must be completed independently and comprise only your original wording (i.e., no quotations and no plagiarism). Assessments must be submitted through Blackboard during the allotted time noted on the syllabus. Each Composition Assessment is worth 15% of your course grade.
5. *In-Class Exams.* Three in-class Exams will be given during the semester as scheduled on the list below. Each Exam is worth 20% of your course grade.

Grading

Item	Total Weight
10 In-Class Assignments (best 10 out of 13, 1% each)	10%
2 Take-Home Composition Assessments (15% each)	30%
3 In-Class Exams (20% each)	60%

Course grades are based only on the scores (out of 100) for each graded item weighted as noted above. Course grades are calculated using the weighted averages of all items and are assigned the following letter grades:

Letter	Score
F	0.00% – 59.99%
D	60.00% – 69.99%
C	70.00% – 79.99%
B	80.00% – 89.99%
A	90.00% – 100%

In-Class Assignments. There will be no make-up assignments. If you miss an assignment for any reason, it will result in a “0” that counts toward the 3 lowest grades that are dropped. Each assignment you miss after 3 will result in a “0” that will be factored into your course grade.

Make-up Composition Assessments and In-Class Exams. You may make up 1 Composition Assessment **or** Exam. To request a make-up, you must wait until after the original due date before contacting Dr. Jackson. If you accessed an Assessment/Exam before the deadline, then you are not eligible to make up that Assessment/Exam. All make-up Assessments/Exams must be requested by the last day of class or will result in a 0. *Exception:* If an Assessment/Exam is scheduled for the last day of class or later, then make-ups for this Assessment/Exam must be requested by the last day of the final exam period. Students with extenuating circumstances who are granted the opportunity to make-up an Assessment/Exam that originally was scheduled for the last day of class or later must understand that they are requesting an Incomplete course grade and must take the exam during the following semester (Fall or Spring, as applicable) at the convenience of Dr. Jackson to receive credit, after which a course grade will be entered. Make-ups will be different than the original.

Additional Course Policies & Information

Special circumstances. Please contact Dr. Jackson regarding any conflict between the course and religious observance dates, authorized university activities, military service obligations, or other extenuating circumstances as soon as they are known.

Statement on diversity and inclusion. Each person has a rich personal, social, and intellectual history, one that continues to develop with new experiences. This diversity is part of what we study in the social sciences. It is also what makes a classroom experience and a university education UMBC so engaging. The Department of SAHAP is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

Statement on respect. Students are encouraged to participate in class and online discussions. All participants must respect each other. Disruptive, offensive, or otherwise disrespectful behavior or communication is not permitted. Violations will result in sanctions consistent with UMBC policy.

Independent, original work. All Composition Assessments and Exams are to be completed independently; collaboration among students on these items is not permitted. Select Assignments also must be completed independently as per assignment instructions. The unacknowledged use of another's work also is not permitted. For more information on plagiarism, see https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html.

Academic integrity. Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. If a student is suspected of academic misconduct, then Dr. Jackson will address the issue in accordance with the guidelines in UMBC Policy for Undergraduate Student Academic Conduct (Policy # III-1.10.03). See <https://academicconduct.umbc.edu/> for more information.

Student Disability Services. UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University. If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at <https://sds.umbc.edu/> for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone 410-455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Title IX, Education Amendments Of 1972: As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (<http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). This means that I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (www.usmh.usmd.edu/regents/bylaws/SectionVI/VII150.pdf). The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action. **There are other confidential resources available to you** including the Counseling Center (410-455-2472) and University Health Services (410-455-2542). More resources on- and off-campus may be found at <https://courage.umbc.edu/>.

National Hotlines and Resources. National Suicide Prevention Lifeline (1-800-273-8255, online chat available <https://suicidepreventionlifeline.org/>). National Domestic Violence Hotlines (1-800-799-7233, online chat available <https://www.thehotline.org/>). Rape, Abuse, Incest National Network (RAINN 1-800-656-4673, online chat available <https://www.rainn.org/>).

Course Schedule

Read assignments before class meetings for which they are listed and be prepared to discuss them. Any changes in dates—including changes in Composition Assessment or Exam dates—readings, or other schedule modifications will be announced in class or on Blackboard. You are responsible for finding out about any and all announcements.

Bibliography of Assigned Readings Listed by Due Date on Next Page

- Black, Donald. 1983. "Crime as Social Control." *American Sociological Review* 48(1):34-45.
- Galanter, Marc. 1974. "Why the 'Haves' Come out Ahead: Speculations on the Limits of Legal Change." *Law & Society Review* 9(1):95-160.
- Kurlychek, Megan C. and Brian D. Johnson. 2004. "The Juvenile Penalty: A Comparison of Juvenile and Young Adult Sentencing Outcomes in Criminal Court." *Criminology* 42(2):485-517.
- MacKinnon, Catharine A. 2005. Excerpts in *Women's lives, Men's laws*. Cambridge, MA: Harvard University Press.
- Rusche, Georg. 1978. "Labor Market and Penal Sanction: Thoughts on the Sociology of Criminal Justice." *Crime and Social Justice* 10:2-8.
- Sutton, John R. 2001. *Law/Society: Origins, Interactions, and Change*. London: SAGE.
- Tyler, Tom R. 2006. Excerpts in *Why people obey the law*. Princeton, NJ: Princeton University Press.

WEEK	DATE	TOPIC	ASSIGNED READING
1	1/28	Introduction to the Course	
	1/30	Introduction to the Sociology of Law	<i>Law/Society</i> (Ch. 1)
2	2/4	Theoretical Perspectives: Durkheim	<i>Law/Society</i> (Ch. 2)
	2/6	Theoretical Perspectives: Marx	<i>Law/Society</i> (Ch. 3)
3	2/11	Theoretical Perspectives: Marx (cont.) & Weber	Rusche 1978
	2/13	Theoretical Perspectives: Weber (cont.)	<i>Law/Society</i> (Ch. 4)
4	2/18	Review for Exam 1	
	2/20	Exam 1	
5	2/25	Law & Society: Overview	<i>Law/Society</i> (Ch. 5)
	2/27	Law & Society: Voting Rights & Desegregation	<i>Law/Society</i> (Ch. 6)
6	3/3	Law & Society: Equal Employment Opportunity	<i>Law/Society</i> (Ch. 7)
	3/5	Law & Society: Power	Galanter 1974
7	3/10	Law & Society: Power (cont.)	
	3/12	No Class: Composition Assessment #1 due at 11:59 PM on 3/15	
8	3/17	NO CLASS: HAPPY SPRING BREAK!	
	3/19	NO CLASS: HAPPY SPRING BREAK!	
9	3/24	Review for Exam 2	
	3/26	Exam 2	
10	3/31	Theoretical Perspectives: Feminist (cont.)*	MacKinnon 2005 (excerpts)*
	4/2	Legal Cynicism & Self-Help	Black 1983
11	4/7	In-Class Film: Unforgiven (1992)*	
	4/9	In-Class Film: Unforgiven (1992)*	
12	4/14	Law & Legitimacy	Tyler 2006 (excerpts)
	4/16	No Class: Composition Assessment #2 due at 11:59 PM on 4/19	
13	4/21	In-Class Film: A Civil Action (1998)	
	4/23	In-Class Film: A Civil Action (1998)	
14	4/28	Legal Profession	<i>Law/Society</i> (Ch. 8)
	4/30	Legal Profession (cont.)	<i>Law/Society</i> (Ch. 9)
15	5/5	The Courts	Kurlycheck & Johnson 2004
	5/7	Review for Exam 3	
16	5/12	Exam 3	

*Include references to sexual violence.