

SOC 159: SOCIOLOGY OF LAW

In Workflow

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Approval Path

1. Mon, 04 Sep 2023 23:14:42 GMT
Amanda Shigihara (shigihara): Approved for SOC Committee Chair
2. Tue, 05 Sep 2023 11:42:41 GMT
Amy Liu (liuqa): Approved for SOC Chair
3. Sat, 07 Oct 2023 22:27:33 GMT
Rachel Flamenbaum (flamenbaum): Rollback to SOC Committee Chair for SSIS College Committee Chair
4. Sun, 08 Oct 2023 16:57:32 GMT
Amanda Shigihara (shigihara): Rollback to Initiator
5. Mon, 16 Oct 2023 17:40:05 GMT
Heidy Sarabia (heidy.sarabia): Approved for SOC Committee Chair
6. Mon, 16 Oct 2023 18:09:32 GMT
Amy Liu (liuqa): Approved for SOC Chair
7. Wed, 18 Oct 2023 06:50:39 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
8. Thu, 19 Oct 2023 00:38:43 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
9. Wed, 01 Nov 2023 23:23:33 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Mon, 16 Oct 2023 11:10:44 GMT

Viewing: SOC 159 : Sociology of Law

Last edit: Mon, 16 Oct 2023 11:10:43 GMT

Changes proposed by: Amalia Perez Martin (223019914)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Sociology of Law

Class Schedule Title:

Sociology of Law

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Sociology; Labor Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

SOC - Sociology

Catalog Number: (course number)

159

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Sociology of Law (SOC 159) is proposed to meet several Sociology Program Learning Outcomes. Specifically, this course critically addresses the role of law and legal institutions as part of the historical and contemporary causes of social inequalities based on race, national origin, gender, and class. This course also seeks to apply intercultural knowledge about cultures and practices of legal mobilization in the United States and globally. In this way, the course provides underrepresented students with a broad set of socio-legal concepts to analyze social justice problems that affect their lives and the lives of their communities.

During Spring 2023 and Fall 2023, the Sociology program has offered a sociology of law course online using the SOC 194 (Special Topics in Sociology) code. The course has developed from the expertise and teaching of new faculty, allowing students to engage with a young professor researching in this area. That experience, curriculum development, and student need led the Department of Sociology to decide that the course should be added to our BA program. Existing law-related courses in sociology, such as "Crime and Social Control" (SOC 10), "Criminology" (SOC 155), "Delinquency" (SOC 156), and "Issues in Courts and Prisons" (SOC 157), focus primarily on the punitive role of law and mostly meet GE Area D requirements. Alternatively, this course's distinctive approach to the relationship between law, social justice, and social change through the lens of Critical Race Theory meets GE Area C2 learning outcomes. It also fills a need for more holistic and humanistic law-related courses in our department and the university. Faculty from the Political Science and Criminal Justice departments support the proposal, considering there is no conflict with their undergraduate course offerings. Specifically, this new class would complement courses such as "Constitutional Rights and Liberties" and "Elements of Law" in the Political Science department.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course will focus on how law and society co-produce one another, and explore who benefits and bears the burden of legal structures and practices, addressing how social justice can emerge from these tensions. We will address the uses of law for social control and the perpetuation of inequalities; how law informs everyday life, and how it can also be part of cultures of mobilization; and the conditions and limitations of legal change through the lens of Critical Race Theory.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Explain how the law has historically sustained and reproduced inequalities, social control, and repression in the US and worldwide (GE Area C2 Learning Outcome A).	1. Attendance and participation. 2. Map quiz. 3. Online discussion boards. 4. Exams. 5. Final paper draft. 6. Final paper.
2	Identify diverse forms of legal consciousness, idioms, and cultures that have historically motivated practices of legal mobilization and resistance in the US and worldwide (GE Area C2 Learning Outcome D).	1. Attendance and participation. 2. Map quiz. 3. Online discussion boards. 4. Exams. 5. Final paper draft. 6. Final paper.
3	Compare conceptions of legal mobilization and rights across case studies from diverse parts of the globe where social movements have used legal tactics and strategies to promote social justice and equality. (GE Area C2 Learning Outcome C).	1. Online discussion boards. 2. Exams.

4	Analyze the complex role of law, lawyers, and legal institutions in students' everyday lives and the existence of minoritized groups and communities. (GE Area C2 Learning Outcome B).	1. Online discussion boards. 2. Final paper draft. 3. Final paper.
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Attach a list of the required/recommended course readings and activities:

PerezA_Sociology of Law Proposal Revised.pdf

For whom is this course being developed?

Majors in the Dept
Majors of other Depts
Minors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

PerezA_Sociology of Law Proposal Revised.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

In this course, we will engage with a sample of the types of research agendas that fall under the banner of the Sociology of Law (or “Law and Society”). Following this line of inquiry, we will learn how law and society co-produce one another. In just one semester, covering the vast sociology of law field is impossible. Still, we will map its outlines by reading classic and contemporary pieces—on different topics and using a wide range of methods—that address vital socio-legal concepts and debates worldwide.

Develops an understanding of and appreciation for the diversity of the human community.

Reading and audiovisual materials assigned in this course include case studies from several world regions with diverse legal systems, such as North America, Latin America, and Asia. Moreover, we will discuss the efficacy of combining socio-legal and anthropological frameworks, such as in the “legal pluralism” scholarship, to account for multiple and co-existing legal systems or normative orders within the same social field, including indigenous jurisdictions, rights, and ways of life within dominant or colonial legal orders.

This course also critically addresses diversity by questioning the role of law and legal institutions as part of the historical and contemporary causes of social inequalities based on race, national origin, gender, and socio-economic status.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

This course achieves this C2 learning objective through the course’s focus on sociolegal studies and legal history. This is demonstrated through course learning objective no. 1. By the end of module 2, students will be able to use relevant concepts (e.g., mass incarceration, legal violence, victimless crimes, prison industrial complex, crimmigration, illegalization) to explain how the law has historically sustained and reproduced inequalities, social control, and repression both in the US and around the world. For instance, students will complete academic readings and excerpts of Angela Davis’ autobiography addressing the historical roots of mass incarceration and legal repression against civil rights movements in the US. Moreover, through discussion boards assigning episodes of The Activist Files Podcast (Center for Constitutional Rights) and At Liberty Podcast (ACLU), students will reflect on the importance of life stories to understand contemporary social and political consequences of criminalizing sex work and drug use.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

This C2 learning objective is achieved through course learning objective no. 4. Throughout the semester, we will focus on the role of law in students’ lives and the existence and reproduction of minoritized groups. Through reading assigned autobiographies, weekly posts to online discussion boards, and the final paper (i.e., sociolegal autobiography), students will describe and analyze the complex role of law and legal institutions in their lives and the development of groups and communities they belong to.

Compare and analyze various conceptions of humankind.

Course learning objective no. 3 contributes to this C2 learning outcome. Students will compare legal mobilization and rights framings across case studies from diverse parts of the globe where social movements and other social actors have used legal tactics and strategies to promote social justice and equality. For instance, in module 3, we will compare practices of legal mobilization by gay and feminist activists in hostile political contexts such as Singapore and China. Moreover, in module 4, students will engage with Critical Race Theory and Intersectionality Theory to analyze the conditions and limitations of attaining social justice through legal means based on specific case studies. For example, we will discuss contrasting interpretations of the 1954 Supreme Court landmark decision *Brown vs. Board of Education*, including the intimate account provided by Constance Baker Motley’s memoir.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Course learning objective no. 2 addresses this C2 learning outcome by explicitly focusing on animating legal ideas and social justice values. Students will identify diverse forms of legal consciousness, idioms, and cultures that have historically motivated practices of legal mobilization and resistance both in the US and worldwide. For instance, through module 3 reading materials and discussion boards, we will discuss the diverse forms of legal consciousness developed by undocumented migrants and welfare recipients in the US. We will discuss how legal ideas and legal knowledge can be both barriers and facilitators of claims-making for full citizenship rights and justice.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities

• Gays & lesbians

This course critically addresses the role of law and legal institutions as part of the historical and contemporary causes of social inequalities based on race, national origin, gender, and class. Reading and audiovisual materials, discussion boards, and classroom activities will directly address legal mobilization and resistance practices of women, poor people of color, migrants, and gay activists through case studies in the US, Asia, and Latin America. We will also discuss historical and contemporary forms of legal violence and repression against these groups.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Graded writing assignments in this class include the final paper (including the submission of its draft earlier in the semester), and weekly discussion boards on Canvas.

- Final Paper Draft (15% of the overall grade): Students are expected to submit an advanced draft of their final paper by the end of module 3. The draft should already have all the sections of the paper clearly outlined and at least a paragraph per section that highlights what you plan to cover in each section (in case you cannot complete it by this time). The sections for the final paper include (1) Introduction, (2) Description of a social justice problem/issue, (3) Description of how your biography connects to the issue (4) Definition of sociolegal concepts and reflection on the role of law (5) Conclusion, and (6) Works Cited (using American Sociological Association (ASA) style guidelines). The draft should be no less than three double-spaced pages in length. Students will receive the instructor's detailed feedback within the following 7-14 days after submission.

- Final Paper (Sociolegal Autobiography) (15% of the overall grade): Students will be responsible for writing and submitting via Canvas a six-page double-spaced essay with the six sections mentioned above. The paper should focus on a particular social justice problem or issue (section 2) and describe your trajectory as a member of a social group or community, a participant in social and political activities, and as a professional/worker (section 3). Students are expected to explain how strands of their lives come together to shape their approach (as a lawyer, legal scholar, organizer, or other professional) and interest in social justice and equality. By directly engaging with sociolegal concepts and debates, the essay must reflect a "critical" perspective that situates or critiques the complex role of law or legal institutions in their own lives or the lives of groups and communities they belong to (section 4). The essay can include photographs or be illustrated with magazine cutouts with an explanatory legend. Importantly, this sociolegal autobiography must reference at least three concepts addressed in the course and cite (using ASA citation style) at least four academic references. Students are expected to clearly incorporate the instructor's feedback into this final version of the paper.

Taken together, the final paper and its draft (to be submitted earlier in the semester), represent 30% of the overall grade in this class.

- Weekly Discussion Boards (DB) (22.5% of the overall grade): Every week, students will have to submit a thoughtful but brief and focused summary (between 250 - 500 words) of audiovisual materials (e.g., podcast episodes, recorded interviews, short films) assigned by the instructor in discussion boards (Canvas). DB posts should explicitly address the guiding questions and prompts provided, which will be directly connected to the corresponding week's topic. Respectful and engaging replies to classmates' posts will be required. Unless otherwise stated, weekly discussion boards will remain open from Monday to Friday midnight. Students are expected to complete a total of 9 posts (2.5% each) across the semester. Thus, the total amount of writing for each student coming from this assignment will be between 2,250 and 4,500 words (250-500 word responses X 9 weeks). DB posts will be graded based on a rubric.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

According to the CSUS Policy manual, a good general education program will help prepare university graduates "to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral and social problems that life in any society inevitably presents to each person."

Studying the constitutive relationship between law and society can help us better understand how legal institutions shape our everyday lives. This course's final project is a sociolegal autobiography where students are asked to develop a perspective that situates or critiques the complex role of law or legal institutions in their lives or the existence of groups and communities they belong to.

This course proposes a historical, global, and critical understanding of the coercive power exercised to enforce social control and lawful order and the diverse forms of consciousness, ideology, idioms, cultures, practices, and framings of people who evade, resist, and defy law and social injustices. The humanistic approach of the course is developed throughout its learning objectives and assigned readings and audiovisual materials, several of them located in the humanities field. The latter include social justice fighters' and activist lawyers' autobiographies, memories, recorded interviews, and life stories featured in podcast episodes. Drawing on these personal and intimate accounts of legal struggles, we will discuss how diverse conceptions of justice emerge from everyday life.

One central inquiry of this course is "How does law matter for social change?" We address this question by critically examining the conditions and limitations of legal reform and education to bring about substantive social change for minoritized communities. In this way, this course contributes to the general education program's goal of providing for "a truly educated citizenry." It also exposes students to global and historical knowledge, humanities methods, and sociolegal insights that will ultimately expand their capacity to engage with social justice matters.

Please attach any additional files not requested above:

Consultation with POLS & CRJ.pdf

Response to SSIS Committee Chair email 10:07.pdf

Reviewer Comments:

Rachel Flamenbaum (flamenbaum) (Sat, 07 Oct 2023 22:27:33 GMT): Rollback: Pls see email feedback

Amanda Shigihara (shigihara) (Sun, 08 Oct 2023 16:57:32 GMT): Rollback: See Rachel Flamenbaum's emailed comments for revision.

Key: 14959