

SOCIOLOGY 429.01: SOCIOLOGY OF LAW

FALL TERM 2014

INSTRUCTOR: Dr. Bruce Arnold*
OFFICE: SS912
PHONE: 220-6508
Email: drarnold@ucalgary.ca (only)
OFFICE HRS: (SS912) 3:00-4:00 Monday & Fridays *
Class: ST 126 2:00-2:50pm MWF

* Please note the instructor uses limited email for substantive or content related course issues because it is an inefficient means for assisting students. Instead, the instructor is available at various times weekly throughout the term to assist you and you are encouraged to use Dr. Arnold as a resource throughout the course. It is my pleasure to assist you with this course. Please use the email above to report an absence from class or to set up an appointment during office hours.

- * Office appointments can also be scheduled at mutually convenient times.
 - * For student study resources see <http://soci.ucalgary.ca/18/jfstud.htm>
 - * The instructor may make some changes to course deadlines, timing, format, and content. Check D2L regularly.
 - * Concerns about evaluations and grades must be first put in writing, including the grounds and rationale for said concerns, and submitted to the instructor in advance of a meeting being scheduled at a mutually convenient time.
 - * Make up exams (e.g., with official documentation) will be during Department of Sociology make-up scheduled dates and times.
 - * All audio or video recording in class must have prior written permission from the instructor.
 - * All students must be registered in this class.
 - * Please note the instructor cannot give legal advice for specific situations. The Faculty of Law offers legal counselling for U of C students.
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Sociology and law are combined into a multidisciplinary area of study referred to as the "sociology of law". The sociology of law in this course is located within the general discipline of sociology that studies the origins, impact and interactions between *informal* (everyday) cultural rules and *formal* (e.g., torts) legal rules that organize intra and inter-individual, group and societal behaviour. Law and legal systems are cultural products that form a structure of meaning that guide individuals and groups in everyday interactions and conflicts, and or formal legal disputes. These structures are passed on through socially transmitted role specific norms of conduct and rules for expectations and decisions that influence the construction of intentional systems within the legal system and everyday interactions. While we are introduced to various (historical and cultural) legal systems, emphasis will be placed upon a *social cognition* approach to investigate how understanding "law" is also ultimately learning about ourselves and the social world we inhabit; including our cultural values of freedom, constraint, duty, and fairness.

This course also draws from and introduces selected tort laws and case studies (intentional and negligence) for investigating the social dynamics of law in our everyday

lives. Relevant legal concepts will first be introduced and will include the "good neighbour principle", the *reasonable person*, duty and standard of care, foreseeability, intentional behaviour, types of harm, and others. To investigate how these apply to our lives, including ambiguities, conflicts, paradoxes, functions, we will then use selected (case law) examples including assault, battery, false imprisonment, trespass, defamation, and product liability. Relevant developments in social cognition, including emotional components of how we perceive ourselves and social expectations, are used to unpack how and why "law" and "fairness" is so embedded in all aspects of our lives, and some of the intended and unintended consequences.

This course is divided into four basic interdependent and overlapping sections.

- **Section 1:** The first part of the course will examine a variety of central issues that constitute the relationship between law and social life. This section will make use of the selected chapters in the Kidder text and the classic movie "12 Angry Men".
- **Section 2:** The second part of this course links Section 1 with specific legal issues and tort principles, case law, and their impact on our daily lives. We will make additional use of the Solomon text to investigate the role of emotions for how we struggle to negotiate "fairness" (aka "justice") in our daily lives.
- **Section 3:** This course will draw from everyday examples provided by the instructor and students to investigate how and to what extent tort law influences socio-cultural behavior. This "inquiry-based" component of the course will play a central part in the course goals (see below & Course Reading Schedule).
- **Section 4:** Small student teams will undertake and present a research project utilizing and demonstrating knowledge and understanding of course issues and materials.

Course goals:

- Critical thinking skills through appreciation that different cultures and societies develop and solve problems using "law" in diverse ways
- Gain knowledge about specific substantive topics and selected case law in Canadian tort law in social and cultural contexts and in our everyday lives
- Appreciation of value and limitations of sociological theories and laws developed within a specific cultural-social-legal contexts
- Appreciation of the value of multidisciplinary approaches to socio-legal research questions
- How tort law interactions with everyday activities and our social roles
- The role emotions play in socio-legal behavior and attitudes, including what is considered "reasonable" or "fair" - and problems associated with these key concepts
- Increase self-awareness of our role-related responsibilities and respect for other individuals and group diversity
- Increase communication skills
- Thinking critically, logically and comparatively to evaluate situations, identify and solve problems through enhanced decision-making skills.

- Increase ability to plan and manage time, goal setting and priorities
- Work effectively as a reasonable and responsible member of a team

This course is offered as an **upper-level** sociology seminar course that presents challenges and opportunities to learn about sociology of law issues and further develop critical thinking skills. This course will therefore include a number of teaching and research formats so as to link classroom activities to course readings and issues, and establish linkages between formal law and law as experienced in everyday life.

This course will make regular use of:

- Lecture components
- Small group(team) inquiry using in-class exercises
- Class discussion
- Team presentations and research projects.

Students will work individually and collaboratively in small research teams (about 3 per team), working independently and as a team member, establish and meet deadlines, prepare for each class in advance, identify and resolve team and research related difficulties. Team membership will be assigned during the first week of classes and changes must be approved **in advance** by the instructor. Should any team-related issues or problems arise please see me in person with Dr. Arnold (these issues cannot be resolved through email - please see me in person) as soon as possible so they can be resolved in a friendly and supportive manner. Teams will be established at the beginning of term - during first two weeks of classes. Please use the instructor as a team resource throughout the term - it is my pleasure to assist you.

Student and Team Responsibilities:

- Follow syllabus guidelines and ask for clarification whenever required.
- Check D2L for updated information regularly (e.g. a couple of times a week)
- **Prepare for each class in advance** by attending to the required readings (see reading schedule) - including taking notes - the importance of this cannot be overstated - it is very important for student, team, and class progress. Please come to class prepared for in-class exercises and discussion. A **Class Reading Schedule** will be posted on D2L before the first class and updated during the term to show which readings are required for each class.
- Required readings: there are two required textbooks, and a mini-text, totaling approximately 500-600 pages of required readings for this course. Sharing notes with team members to use for exam study and projects.
- Expand upon pre-class notes with supplemental notes during class and share them with team members.
- Use the instructor as an individual and team resource throughout the term - Dr. Arnold is pleased to assist during office hours and at mutually convenient scheduled meetings. I look forward to working with and assisting you.

- Work individually, as a team member, and a class member to explore and identify links between course materials and everyday life by raising questions and contributing to in-class exercises and assignments

EVALUATION: Course evaluation will be based upon a number of formats:

- 3 in class examinations;
- A textbook chapter team presentation from the assigned readings,
- A research team presentation;
- Class Participation.

* All components of this course, including sub-components of assignments, must be completed to receive a passing grade in the course. Make-up examinations will only be allowed in instances of documented medical problems, or other documented emergencies. Please bring these issues to the instructor's attention as soon as possible so alternative arrangements can be considered to address your particular situation in a timely and supportive manner.

+ A respectfully suggested but not required resource. Please note the University of Calgary offers free short courses "**Success Sessions**" for developing skills and resources to enhance (all) course require skills - and for reducing stress while improving grades. Student highly recommend these as very practical and useful for all courses. Success Sessions include: balancing student life with other life demands, study skills and strategies, preparing for tests and exams, time management and study habits. Please see: <https://www.ucalgary.ca/ssc/academic-support/student-success-seminars>

Exams: The examinations will include questions drawn from all materials presented in class including the readings, videos, in-class exercises, and discussions. The first two examinations are not cumulative. However, the final quiz may include questions drawn from: (1) team research projects selectively using course materials used over the term, and (2) selected course material and issues covered - students will be informed in advance of the specific reading sections and issues for review purposes.

Reading presentation: Students teams will be asked to briefly summarize KEY course issues in an assigned reading(s) and clearly connect them to other class issues/materials, with a brief course related analysis, and resulting question for the class (10 minutes). Students will; (1) distribute a 2 page point-form outline of their presentation to the instructor and all students before their presentation and, (2) email their power-point slides to the instructor to be posted on D2L. More instructions and details for this presentation will be given in class. This assignment exercise also provides team members with preparatory experience for their final research project presentation. Please, use the instructor as a resource throughout the term.

Participation: As noted above, students are expected to do the readings and other class assignments in a timely manner and come to class prepared to contribute to individual

and team in-class exercises and discussion in a friendly and supportive manner. All students will be regularly invited to thoughtfully summarize and comment analytically on the readings - and to raise questions, problems, or challenges with the course materials. Familiarity with the required readings for each class is therefore necessary. The instructor will facilitate discussion in a friendly, encouraging, and supportive environment. Class discussions and in-class exercises are used to actively engage course materials and issues and enhance understanding.

Research Presentation:

- Student teams will make a 15 minute "professional" PowerPoint presentation of their research including; sociology of law research question, methodology, clear and logical links between research findings and specific class issues.
- All research teams will distribute a 2-3 pages point form outline, plus bibliography, to the instructor and all students before their presentation, at the beginning of each class given time constraints.
- Research presentation topics must be approved by the instructor
- All components and requirements must be completed for this assignment.
- Please use the instructor during the course to assist you with developing your research ideas, implementing them, and designing your presentation.
- It is highly recommended that research appointments with the instructor are scheduled in advance whenever possible to ensure adequate time for developing research projects.
- It is important that team research projects are started early in the term. It is highly recommended that research appointments with the instructor are scheduled in advance whenever possible to ensure adequate time for developing research projects. It is my pleasure to assist you with this during all stages of the research process. Please be advised to schedule meetings with me in advance whenever possible to ensure adequate time for me to support your research process.

More instructions and details for this research and presentations will be given in class. Sociology 313 (Research Methods) is a prerequisite for this class and will be a useful resource to draw from for this research project

Mid-term Exams: Friday, Oct. 17th and Wed. Nov. 19th (25% x2)

Final Quiz:Friday, Dec. 5th (in class) 10%

Research Team article/chapter presentation:TBA 5%

Research team presentations: Presentations: end of term - see Updated Course Schedule on D2L. (30%)

Individual Participation:5%

Grading Scheme

A+	96-100
A	85-95
A-	80-84
B+	77-79
B	74-76
B-	70-73
C+	67-69
C	64-66
C-	60-63
D+	55-59
D	50-54
F	49-0

Students are encouraged to make use of the instructor and team members as learning resources for this course throughout the term. Please come and see me during office hours or raise questions during class - it is my pleasure to assist you identifying and resolving course related problems.

All members of teams are expected to equally and responsibly contribute to all team undertakings in a timely manner and must be present during their article and research presentations. Team members who are unable to meet these expectations may be given alternative assignments at the discretion of the instructor as a way of supporting all original team members as best as possible given particular circumstances. All components of this course must be completed to receive a passing grade. A deadline is a deadline with a 10% of the assignment value per day (including weekends) deducted from late assignments. Students with appropriate reasons for being late with course work will provide official documentation as soon as possible so the instructor can assist you with possible alternative arrangements to accommodate student's circumstances.

REQUIRED TEXTBOOKS (available at University of Calgary bookstore)

1. Robert C. Solomon (1995) **A Passion for Justice: Emotions and the Origins of the Social Contract**. Rowman & Littlefield Publishers: Boston.
2. Robert L. Kidder (1983) **Connecting Law and Society: An Introduction to Research and Theory**. Prentice-Hall. N.J. Reprint.
3. Linda Elder & Richard Paul. (2004) **The Miniature Guide to The Human Mind: How It Learns, How It Mislearns**. The Foundation for Critical Thinking.
4. **12 Angry Men** (DVD). 1957. This is available at various locations. Make sure you use the correct version of this film (e.g. 1957, featuring Henry Fonda)

Suggested but not required supplemental materials:

- One Flew Over the Cuckoo's Nest (DVD or book)
- Lord of the Flies (DVD or book)
- The Matrix (DVD)

* Continued enrolment in this course indicates full agreement with the conditions and expectations outlined in this syllabus. Please bring any concerns or questions about the contents of this syllabus to the attention of the instructor as soon as possible. This syllabus will be discussed, and opportunities for questions provided, during the first week of classes. The instructor is also available during the term to clarify any questions regarding this syllabus.

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1. [Optional] Grade Reappraisal: Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>
4. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment." All recordings of any type in class must first be approved by the instructor and a privacy, confidentiality, and copyright form needs to be signed.
5. Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.
6. Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require

you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology. Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

7. Student Representation: The 2014-15 Students’ Union VP Academic’s email is: Hana Kadri suwpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>
8. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at [*location*]. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
9. Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
10. Academic Accommodation: Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.