

POLS R102: INTRODUCTION TO LAW AND SOCIETY

Originator

ptrujillo

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

POLS - Political Science

Course Number (CB01B)

R102

Course Title (CB02)

Introduction to Law and Society

Banner/Short Title

Intro to Law & Society

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course offers an introduction to the study of principles, institutions and procedures characteristic of government in the United States, national, state and local. Special attention is given to the American legal system including its development, structure and history; the judicial process and judicial interpretations of constitutional principles regarding federal-state relations, legislative authority, presidential authority, civil liberties and civil rights. This course includes study of the California Constitution and analysis of the California legal system. Issues including immigration, police authority, juvenile crime, due process in court proceedings and punishment policies are debated. Also included is a review of the principles of legal ethics. This course partially fulfills a state requirement in American Institutions.

Taxonomy of Programs (TOP) Code (CB03)

2207.00 - Political Science

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Describe the U.S. Judicial System and process of judicial review using two examples of case law. |
| 2 | Identify the significance of the U.S. Supreme Court in shaping federal power and the scope of federalism. |
| 3 | Explain the significance of the court in shaping civil liberties and civil rights using two examples of case law. |
| 4 | Identify an awareness of political institutions, social problems and the significance of community leadership. |
| 5 | Demonstrate a working knowledge of political science research methods and identifying research questions, hypothesis and analyze, critique, and integrate source materials. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | Describe the principles, institutions and basic procedures of Government in the United States. |
| 2 | Describe the United States judicial system and the process of judicial review with examples from case law. |
| 3 | Identify and interpret constitutional principles with special attention to the decisions of the United States Supreme Court and the civil rights and liberties protected by law. |
| 4 | Explain how Supreme Court decisions in the United States make an impact on their lives. |
| 5 | Distinguish and discuss the constitutional, philosophical, and systemic parameters of current public policy choices and political controversies evident in the law making process. |
| 6 | Describe a legislative process with examples of proposed public policy. |
| 7 | Describe how legislation is shaped by federalism. |
| 8 | Analyze the principles and concepts of Presidential authority in relation to contrary viewpoints. |
| 9 | Describe the structure and process of criminal justice systems. |
| 10 | Describe the distinctive characteristics of the juvenile justice system. |

- 11 Analyze principles of punishment and their implementation.
- 12 Demonstrate the ability for reasoned analytical writing.
- 13 Explain the process a case takes from initial filing through appellate proceedings.
- 14 Analyze a case using traditional methods of legal reasoning (legal methods).
- 15 Research several data sources and demonstrate ability to use relevant current and scholarly information in their writing assignments.
- 16 Identify basic materials used in legal research.
- 17 Articulate their views on legal and political issues.
- 18 Describe their own opportunities and obligations for civic participation.
- 19 Compare American government with the principles and institutions of governments in other countries.
- 20 Identify different roles in the legal profession including lawyers, paralegals and judges. Describe the process to become each identified role.

Course Content

Lecture/Course Content

1. Introduction: Case Law, Administrative Law, Statutory Law
 - a. Concepts of law, society and government
 - b. The dynamics of power, authority and legitimacy
 - c. The philosophical and political values of the 18th century.
2. The United States Constitution
 - a. The Constitutional Convention
 - b. The legacy of political compromise
 - c. The Madisonian model and the Federalist Papers
 - d. Constitutional blueprint for the exercise of authority
3. The Supreme Court and Judicial Review
 - a. Historical development of constitutional prerogatives
 - b. Checks and balances: constitutional and political
 - c. Impact of 14th Amendment and incorporation interpretations
 - d. Internal institutional process and judicial values
4. Interpretations of Citizen Rights and Obligations
 - a. First Amendment liberties and constitutional tests
 - b. Ninth Amendment protections
 - c. Fourth Amendment interpretations
 - d. Case studies
5. The Development of Civil Rights
 - a. The legal legacy of slavery, immigration and gender discrimination
 - b. Civil disobedience as a form of constitutionalism
 - c. Supreme Court role in defining civil rights
 - d. The Civil Rights Act of 1964, et. al.
 - e. Constitutional and legislative protection of voting
6. Legislative directives in education, housing and work
6. The Impact of Judicial Review on California Government
 - a. Fundamentals of federalism
 - b. Distinctive features of the California Constitution
 - c. Parameters and process of a dual court system
 - d. Impact of judicial review on public policy
 - e. Impact of judicial review on law enforcement
7. Concepts and Principles of a Criminal Justice System
 - a. The powers and procedures of police
 - b. Adversarial roles and process: District Attorney, Public Defender
 - c. Due Process established through use of the Fifth and Sixth Amendments
 - d. The roles of judges and juries
 - e. Theories and practices of punishment
 - f. Distinctive principles of the juvenile justice system
8. Congress and the Constitution

- a. Rules, roles and historical developments
- b. The legislative process
- c. Checks and Balances: constitutional and political
- d. Relationship to bureaucracy and regulatory commissions
- e. Criticisms of Congressional performance
- 9. Public Policy and the Federal Budget Process
 - a. Legal foundations of the budget process
 - b. Assessments of the budget deficit
 - c. Current budget proposals
 - d. Impact of money and lobbyists
- 10. Case Studies in Social Welfare and Economic Growth
 - a. Welfare, workfare, and economic opportunity
 - b. Tax credits and economic theories
 - c. Immigration policy
 - d. Environmental, workplace and consumer protection
 - e. Educational policy and student rights
- 11. Public Policy and Judicial Decisions
 - a. Life and death decisions (abortion, right to die, animal rights, etc.)
 - b. Family law, family violence, pornography and the rights of children
 - c. Responses to security threats and the Patriot Acts
 - d. Regulation policies (cable TV, internet, environmental, etc.)
- 12. Government and Politics in California
 - a. Legislature vs. the Governor
 - b. The budget process
 - c. Public policy and local government
- 13. The President and the Constitution
 - a. Historical development of Constitutional prerogatives
 - b. Checks and balances: Constitutional prerogatives
 - c. Presidential initiatives and historic confrontations
- 14. Constitutional Dynamics of Foreign Policy
 - a. The War Powers Act controversy
 - b. International institutions and US participation
 - c. Cases of International treaties and agreements
 - d. Legal impact of a global economy
 - e. Citizenship in global community
- 15. Reflections and Assessments (What future opportunities does a legal education provide?)

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Essay exams
- Essays
- Group projects
- Individual projects
- Oral analysis/critiques
- Objective exams
- Oral presentations
- Reports/papers
- Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will lead discussions on such topics as political culture, political ideology, the nature of the legal system, the rule of law, civil liberties, civil rights and the role of the US Supreme Court in shaping the US political system.
2. The instructor will use lectures, films, and websites to explore and critically analyze topics relevant to the understanding the nature judicial power, influences of the Court on political participation, political protests, presidential power, etc.
3. Instructor will demonstrate to students how to do in legal research including how to research upcoming cases on the Supreme Court's docket.
4. Instructor will assign group activities related to writing legal briefs.
5. Guest speakers could include local judges, attorneys etc. explaining their career paths and how to plan for a career in law.

Representative Course Assignments

Writing Assignments

1. Essays: Critical essays in which students describe and analyze the Yes and No answers to one of the Issues presented in the *Taking Sides* text and then present their own view with reasons. Example: Should the Death Penalty Be Abolished? What are the Constitutional issues associated with the Death Penalty or reproductive rights, etc.
2. Research Papers: Student explain the constitutional issues associated with a civil liberty or civil right and examine the development of such rights citing pertinent Supreme Court decisions and legislation. Student writes a proposal for public policy legislation after extensive research into historical, legal and political facts about that policy area. Example: Should the Patriot's Act be modified to conform to judicial precedents that interpret the Fourth Amendment? Example: Should a single payer system of health care insurance be established In the United States by Congressional legislation?

Critical Thinking Assignments

1. Critical thinking essays examining the nature of judicial interpretation in recent Supreme Court decisions.
2. Critical thinking essays examining California's Supreme Court decisions identifying the nature of judicial interpretation in recent state court decisions.
3. Critical thinking assignments examining the role of outside influences on judicial decision making including the rise of amicus briefs.

Reading Assignments

1. Selections from *The Federalist Papers* and other assigned texts such as chapters in the textbook that describe the judicial system of the United States Government and explain the process of judicial review.
2. Periodicals and Newspapers (online databases, online newspapers): In addition to reading a daily source of current news about government, students will be required to access in the library or on-line, professional sources of analysis about legal issues and public policy questions.
3. Government Documents (online): Students will be asked to find and use pertinent government documents such as Supreme Court Reports and the legislative codes of California.
4. Research US Supreme Court website examining the cases/issues that are currently being reviewed by the Court.
5. Assign Senate judicial confirmation hearings of Federal Judges/Supreme Court.

Outside Assignments

Representative Outside Assignments

1. Assigned readings.
2. Discussion posts in LMS based on films/assigned readings.
3. Chapter Quizzes in LMS.

4. Research and provide write-ups on upcoming Supreme Court cases.
5. Assign televised Senate committee hearings related to Supreme Court confirmation (baked up by write-ups).

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B1. American History/Institutions

Approved

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

US - 2: U.S. Constitution and Government

Approved

US - 3: California State and Local Government

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Epstein, L., Walker, T. (2017). *Constitutional Law for A Changing America: A Short Course* (7th). Thousand Oaks, CA: CQ/Sage. 1506348735

Resource Type

Textbook

Description

Walston-Dunham (2019). *Introduction to Law* (7th). Boston, MA: Cengage. 1305948645

Resource Type

Textbook

Description

Abadinsky, H (2016). *Law, Courts and Justice in America* (7th). Long Grove, IL: Waveland Press. 1478611790

Resource Type

Textbook

Description

Lippmann, M (2017). *Law and Society* (1st). Thousand Oaks, CA: Sage/CQ Press. 1506348734

Resource Type

Textbook

Description

Harr, J., Hess, K., Orthmann, M.S (2017). *Constitutional Law and the Criminal Justice System* (7th). Belmont, CA: Wadsworth. 1305966465

Resource Type

Other Resource Type

Description

Videos/ DVD's.

Resource Type

Other Resource Type

Description

Internet Web Sites.

Resource Type

Other Resource Type

Description

Power Point presentations.

Library Resources

Assignments requiring library resources

1. Discussion posts based on videos in library database, legal briefs, research papers.

Example of Assignments Requiring Library Resources

1. Research papers identifying the changing nature of judicial interpretation as demonstrated by the Roberts' court.
2. Discussion posts based on videos in the library database such as Frontline's Supreme Revenge examining the politicization of the US Supreme Court nomination/confirmation process.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student to student discussion posts in LMS (posted by instructor) related to films such as the politicization of the Supreme Court nomination/confirmation process or the Partisan divide in The Supreme Court.
E-mail	Faculty will use emails to notify students of upcoming exams and current assignments posted in LMS or to respond to student questions or concerns.
Other DE (e.g., recorded lectures)	Faculty may provide recorded lectures and use other DE for film assignments.
Video Conferencing	Faculty may use live video conferencing in LMS for review sessions, lead discussions, answer students' questions related to course.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student to student discussion posts in LMS (posted by instructor) related to films such as the politicization of the Supreme Court nomination/confirmation process or the Partisan divide in The Supreme Court.

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Video Conferencing	Faculty may use live video conferencing in LMS for review sessions, lead discussions, answer students' questions related to course.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Student to student discussion posts in LMS (posted by instructor) related to films such as the politicization of the Supreme Court nomination/confirmation process or the Partisan divide in The Supreme Court.
E-mail	Faculty will use emails to notify students of upcoming exams and current assignments posted in LMS or to respond to student questions or concerns.
Other DE (e.g., recorded lectures)	Faculty may provide recorded lectures and use other DE for film assignments.
Video Conferencing	Faculty may use live video conferencing in LMS for review sessions, lead discussions, answer students' questions related to course.

Examinations

Hybrid (1%–50% online) Modality

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

POLITICAL SCIENCE

Review and Approval Dates

Department Chair

09/13/2020

Dean

09/14/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000205625

DOE/accreditation approval date

MM/DD/YYYY

