

Colorado Women's College of the University of Denver
LAS 2000: Introduction to Law and Society
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Autumn Quarter 2014
CRN 4702
SAT, 1:30 to 5:20 pm
Chambers Center TBD

TEXTS

Julia Angwin, *Dragnet Nation: A Quest for Privacy, Security, and Freedom in a World of Relentless Surveillance*. Times Books (2014).

Alan C. Hutchinson, *Is Eating People Wrong: Great Legal Cases and How They Shaped the World*. Cambridge University Press (2011).

COURSE DESCRIPTION

We will take these three propositions as departure points to discuss and understand “law and society”:

1. Law and society interact. The law shapes our behavior and gives order to society. Laws arise from and reflect customs, mores and relationships shaping society. The law can be a force to change and reform society. More often, the law keeps in place and even reinforces the existing social order.

2. Law and private ordering both shape social interaction. “Law” is made when judges decide cases, when legislatures pass acts, when administrative agencies make rulings, and when public officials enforce all of these. “Private ordering” occurs when parties set up by consensus norms that regulate their activity. Under what circumstances is law preferable to private ordering and visa versa?

3. Conceptions of privacy are changing in contemporary life. The constitutional standard for privacy—which applies when government searches our persons and property—is, Does an expectation of privacy exist? In today’s world this standard is challenged by increasingly sophisticated surveillance techniques and technology. At the same time, attitudes about privacy are evolving. There seems to be a general inclination held by many that sharing personal information, with the government or anyone else, is unobjectionable and perhaps even desirable.

In this class, we will study several law and society topics. We will spend a considerable part of our class thinking through one of them, privacy issues, and also developing ways to investigate this topic in greater depth. As a group, we will create a series of questions about attitudes toward privacy, and we will gather results by recording answers when we ask ourselves and others these questions. As individuals, each of you will write a paper about privacy using these results.

This is a hybrid course, adopting the model of the “flipped classroom.” Before each class you will review materials online and complete an open-book quiz on the topics taken up that week. The idea is to reverse the traditional model of higher education, where you come to class to learn. In the flipped classroom, you engage the material (learn it) ahead of time, then come to class ready to delve into the topics and issues more deeply.

COURSE OBJECTIVES

1. To communicate clearly and effectively in written and oral forms about law and society.
2. To identify, evaluate and critically review arguments about law and society and the evidence presented to support them.

3. By comprehending and respecting alternative points of view, to inform, broaden and sharpen your own understanding of law and society.
4. To effectively construct your own descriptions and explanations of law and society.
5. To learn-by-doing how to investigate attitudes and opinions about a law and society topic, here, privacy.

CLASS GRADING

10 points – Quiz #1, print out and complete before class, turn in to me 10/18.

10 points – Quiz #2, print out and complete before class, turn in to me 10/25.

10 points – Quiz #3, print out and complete before class, turn in to me 11/1.

10 points – Quiz #4, print out and complete before class, turn in to me 11/8.

40 points – Final Test. Taken in class on 11/15. Covers entire class, will include q's from Quizzes 1-4.

20 points – Essay #1, due in class 10/25 (2 pages length)

20 points – Essay #2, due in class 11/1 (2 pages length)

20 points – Essay #3, due in class 11/8 (2 pages length)

Essay #4, due in class 11/15: OPTIONAL. Use for make-up or to replace earlier essay or quiz score.

40 points – Final Essay, due Saturday 11/22, 6 p.m. (5-7 pages length; submit in email)

180 points – Total

A = 164-180

C+ = 142-143

A- = 162-163

C = 128-141

B+ = 160-161

C- = 126-127

B = 146-159

D = 108-125

B- = 144-145

F = 107 and below

Essays may be submitted in hard copy or by email. They are due no later than the end of class. Late essays are accepted, at a reduced grade.

If you miss class, you must email the completed quiz and the essay due that day to me no later than 5 p.m. the day of class.

Essay #4 is optional. You may complete it (1) as a make-up for an essay or quiz not completed or (2) to replace any essay or quiz submitted and graded. It is not required.

CONDUCT

Expectations of student performance and conduct are high. All of these are important to your development as a student and to the success of this class:

- class attendance,
- timeliness,
- strong intercultural and interpersonal skills, and
- class participation.

INCLUSIVENESS AND DIVERSITY

The University of Denver is an inclusive excellence institution. Colorado Women's College is proud of her student demographic diversity and recognizes the advantages that diversity presents. We seek to conduct our class with the objectives of respecting diversity of thought and of including many viewpoints, thereby lifting the quality of intellectual discourse.

ACADEMIC INTEGRITY

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty – including plagiarism, cheating, and falsification of references and research – is in violation of the code and will result in a failing grade for the assignment or for the course. As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor immediately to discuss their needs. Failure to notify the instructor immediately may hinder the College's ability to accommodate accordingly. The instructor will also provide accommodations for students with learning disabilities. Students with learning disabilities must also notify the instructor immediately so that accommodations can be provided.

OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written or emailed notice is given the instructor.

ACCESSING ASSIGNMENTS AND COURSE INFORMATION

CANVAS: You will be responsible for checking Canvas for class announcements, including additional assigned readings. Please communicate with me if you have any issues accessing this information.

TOPICS and ASSIGNMENTS

NOTE: Readings assigned below will be supplemented with additional materials found on Canvas. You are responsible for adding these to the readings listed below.

1. OCT 18 Introduction to law and society: thinking about how these intersect/connect

**Privacy: Do we have a right to privacy? What are its contours? Are we giving it up?
The expectation of privacy**

Readings: *U.S. v Katz* (1964) (Canvas)

Privacy and modern life

Readings: Angwin, *Dragnet Nation* 1-64 (Chs 1-5)

See Canvas for additional readings and for videos

2. OCT 25 The necessity defense in criminal law: Should we excuse a crime that “had to be committed”?

Readings: Hutchinson, Ch 2, “Is Eating People Wrong? The Law and Lore of the Sea”
The 2011 Florida Statutes, Section 776.013 (Canvas)
Colorado’s Make My Day law (Canvas)

Privacy

Readings: Angwin, *Dragnet Nation* 80-152 (Chs 5-10)

See Canvas for additional readings and for videos

3. NOV 1 Tort or the law of personal injury: Does a shopkeeper owe a duty to his/her customers?

Readings: Hutchinson, Ch. 6, “A Snail in a Bottle: Nature, Neighbors, and Negligence”

Privacy

Angwin, *Dragnet Nation* 153-224 (Chs 11-15)

See Canvas for additional readings and for videos

4. NOV 8 The law in a society where race matters

Readings: **The Supreme Court reinforces the social order**
Equal Protection: US Constitution, Amendment 14 (Canvas)
Plessy v. Ferguson (1896) (Canvas)

Readings: **The Supreme Court tries to change the social order**
Brown v. Topeka Board of Education (1954) (Canvas)
Hutchinson, Ch. 5, “Shades of Brown: A Constitutional Catharsis”

See Canvas for additional readings and for videos

5. NOV 15 Private ordering and the law: Can the law unsettle deeply-embedded social relations and practices?

Readings Review Equal Protection: US Constitution Amendment 14 (Canvas)
Shelley v Kramer (1948) (Canvas)
Civil Rights Act, Title VII (Canvas)
Excerpt from book on CRA (Canvas)

Selected topic in law and society

Readings: Check Canvas

See Canvas for additional readings and for videos

OUR CLASS PROJECT AND THE FINAL ESSAY TOPIC

Throughout this course, we will spend time thinking and talking about how to study opinions and attitudes about issues related to privacy, in law and in society. We will develop a set of questions to ask ourselves and others about these issues and use the results to get a sense of the range of attitudes about privacy. We will work as a group and we will share our findings.

To conclude the class, you will write a paper, 5 to 7 pages in length, about privacy. This will be your own work. You will rely on readings and discussion from class and also on the data we collect about our own attitudes and the attitudes of others.

I will give you more instructions on this assignment throughout the class. Your paper will be due at 6 p.m. on Saturday, November 22, emailed to me.