

# SOCIOLOGY OF LAW

Legal Studies 184 | Fall 2023  
University of California, Berkeley  
*Lecture:* TuTh 3:30-5pm (Berkeley) PST  
*Location:* Anthro/Art Practice Bldg 160

## **Instructor**

Dr. Kristin M. Sangren  
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*Office Hours:* Mondays 9-11am or by appointment  
*Signup:* [Calendly](#)

## **GSI**

Alex Huang  
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## **COURSE INFORMATION**

The aim of this course is to introduce students to the ways that sociologists and social scientists study law and legal institutions as social relationships. Law is a set of abstract rules meant to bind all members of a given social and/or political community. Yet law is itself also the product of many different types of social relationships, has many different effects on different groups over which it claims jurisdiction, and enacts the inclusion in and exclusion from community membership. It structures our relationships to one another, impacts the meaning we make out of our lives, informs our everyday practices, and shapes the way we view ourselves. It (re)produces privilege and disadvantage, and at times facilitates (or frustrates) social change in unpredictable ways. Although law stands as a discrete institution and form in nearly all modern societies, it is always intersected by a multiplicity of broader social forces. In this course, we will explore questions such as, why do societies have law? How does law intersect with other social institutions like race, gender, politics, economy, etc.? Who are the players that animate legal institutions, and how do they operate? How is law important (or not) to ordinary people? Does law produce social change?

## **JUMP TO:**

### **LOGISTICS & EXPECTATIONS**

- Course structure
- Readings
- Perusall annotations
- LecturePods and in-class discussion
- Homework
- Critical Reading Memos (CRMs)
- Exams

### **POLICIES**

- Questions & Communications

Course Format (Remote/Recording/Asynchronous Participation)

Grading

Disability-related accommodations

Statement on course content and topics

Statement on Copyright and Recording

Academic Integrity and Misconduct

## COURSE SCHEDULE

### GRADE BREAKDOWN

- High-Quality Engagement (HQE) 25%
  - ~50% LecturePod participation
  - ~50% Perusall annotations
  - Misc. (course playlist, homework, in-lecture/section participation, office hours, Ed Discussion, etc.)
- Critical Reading Memos (CRMs) (3) 15%
- Midterm exam 30%
- Final exam 30%

### IMPORTANT DATES/DEADLINES

- Fridays, 11:59pm PST—HQE weekly cutoff
- Saturdays, 11:59pm PST—CRM submission deadline
- Tuesday, September 12th, 3pm—Homework 1 due
- Wednesday, September 13th—Add/Drop deadline
- Thursday, October 19th—Midterm exam (in-class)
- Thursday, November 9th, 3pm—Homework 2 due
- Friday, December 15th, 7-8:30pm—Final exam

### LOGISTICS & EXPECTATIONS

#### *Course structure:*

Lectures are scheduled to meet on Tuesdays and Thursdays from 3:30-5pm PST. During class, we will use a combination of lecture (where I explain things to you), discussion (where you work out your own ideas in conversation with your classmates), and Q&A (where I answer your questions). Additionally, you will have a weekly hour-long discussion section, the structure of which is at the discretion of your individual GSI. You must regularly attend if you hope to succeed in this class.

#### *Readings:*

You are required to read the assigned readings **before** each lecture, and to participate actively in the discussion of them. All readings will be available in the Modules tab on bCourses. You are not required to purchase any books or additional materials for this class. **It is imperative that you keep up with the reading if you hope to succeed in this class!**

We highly recommend that you take detailed notes on the readings. These notes will streamline your preparation for exams, provide a quick-reference for class discussions, and improve your efficiency in preparing CRMs. If you consult the teaching team for advice on how to improve your performance or grade, the first thing we will do is ask to see your reading notes.

#### *Perusall annotations:*

Perusall is a group-annotation app that allows you to make in-line annotations on PDFs and respond to your classmates' annotations. All readings on bCourses will be Perusall enabled. Active Perusall engagement will constitute approximately half of your High-Quality Engagement assessment. You are expected to complete a *minimum* of two (2) high-quality annotations per assigned reading **before** the lecture in which that reading is scheduled to be discussed in order to receive full credit. Annotations will be accepted for partial credit until Fridays before midnight.

*LecturePods and in-class discussion:*

In order for us to have productive discussions, it is imperative that you come to class prepared and ready to participate in thoughtful and respectful discussion. In class we will refer directly to portions of the text, so please remember to **have your copy of the readings accessible during class!**

Please keep in mind that the course may touch on sensitive, controversial, or personal topics. It is critical that we respect one another's thoughts and experiences, and address comments to the ideas and arguments, not to the person. Discussions should be productive, scholarly, respectful, and appropriate. Discriminatory, inflammatory, or disruptive behavior will not be tolerated. If you feel that these expectations are not being met, please inform the teaching team immediately.

You will be assigned a LecturePod at the end of week 2. This group will consist of ~5 students (your 'PodMates'), and you will be broken-out into your Pods during Tu/Th lecture sessions for small-group discussions and activities. You will record and submit PodMate participation on your 'PodDoc' (to be explained in lecture). Your PodDoc is assessed based on completion, NOT on accuracy/correctness.

PodMates are mutually accountable—if you miss class, you should reach out to your PodMates to inquire about missed material. You are encouraged to leverage your LecturePod for group study, collaborative research, and general community. You will conduct peer assessments of your own and your PodMates' engagement during LecturePod activities twice during the semester. These assessments will be considered in your final HQE grade.

*Homework:*

There are two (2) homework assignments due before lecture on:

Tuesday, September 12 (submit on bCourses)

Thursday, November 9

Completion of these assignments is necessary preparation for that day's in-class LecturePod, and credit for that day's LecturePod will be contingent on advanced completion of the homework.

*Critical Reading Memos (CRMs):*

These memos are a 4-5 page synthesis and evaluation of two (2) of the readings for the week that the CRM is due (for greater detail and instructions, see the [CRM Guidelines](#).) There will be eleven (11) weekly deadlines throughout the semester, and you must choose **THREE (3)** deadlines at which to submit a CRM. You will sign up for your CRM weeks during your first discussion sections. You may submit up to four (4) CRMs for a grade—if you choose to do so, your lowest score will be dropped.

Memos are due on Saturdays before midnight. You may either upload a file (Word or PDF only), or input your entry directly into the bCourses Assignment. Links to external websites (e.g., a Google doc) will **NOT** be accepted. ***It is your responsibility to ensure that your correct file is accessible to your GSI at the time of submission/in advance of the deadline.*** Absent an error on the part of the bCourses platform documented by Berkeley's Educational Technology Services, submissions not accessible to the instructors at the deadline will be marked late.

Late submissions will be accepted with a 2 point per hour (on the hour) penalty, up to 15

hours after the regular deadline.

Students with DSP accommodations granting occasional extensions on take-home assignments for disability-related circumstances may be granted a 24-hour extension (Sunday 11:59pm). You must submit your memo on the appropriate bCourses assignment before the extension deadline with a comment indicating that you are using your DSP accommodation.

Additionally, each person will start the semester with 1 slip day, which permits you to submit a CRM 24 hours after the deadline without a late penalty.

- A slip day is 24 hours, any day, including weekends and holidays.
- Partial slip days are not allowed. In other words, it is not possible to use part of a slip day to push a deadline back by a few hours.
- To use a slip day, submit your assignment after the deadline with a bCourses comment indicating you are using your slip day.

CRMs will not be accepted beyond the above-stipulated submission windows. ***There will be no additional extensions for CRMs.*** If you will be unable to submit a given CRM within the submission window, request to submit in a different week. If you sign up for a week 15 CRM, I strongly recommend reserving your slip day in case an emergency arises.

*Exams:*

We will have one in-class midterm exam on Thursday, October 19. The final exam is scheduled to be held on Friday, December 15th from 7-8:30pm PST. The format of the exams will be announced in lecture. Make up exams will be permitted only in instances of [University sanctioned circumstances](#) or a documented emergency.

In the event of an emergency, you must email Dr. Sangren within 24 hours of the missed exam with attached documentation verifying the emergency (from the doctor/ER, dean of students, police report, etc.) If your email is not received within 24 hours, you forfeit your right to make up an exam. All makeup exams will be administered during the University final exam period (December 11-15) at a designated time of the instructor's choosing.

## POLICIES

*Questions & Communications:*

You are responsible for all information contained in course announcements posted to bCourses (so [turn on your notifications!](#))

If you have a question about the class, you **MUST** complete the following steps before emailing the teaching team:

- 1) Check the syllabus
- 2) Check bCourses>Modules>Course Toolbox
- 3) Check bCourses>Ed Discussion

If you do not find the answer to your question using the above strategies:

- If your question is **NOT** of a personal matter specific to you—e.g., you have a question about the logistics or content of the class—post your question to Ed Discussion in the relevant folder (readings, logistics, etc.) Someone from the teaching team will respond to your thread within

- 24 hours (M-F, 9am-6pm PST).
- If your question is of a personal matter—e.g., a question about your grade, DSP-related matters, etc.—email your GSI or me (Dr. Sangren).
    - Direct messages must be sent to my email ([ksangren@berkeley.edu](mailto:ksangren@berkeley.edu)) from an @berkeley.edu email address. ***I do not read or respond to messages sent via the bCourses messaging system.***
    - ***Your e-mail must contain the course number in the subject line*** (e.g., Subject: [LS 184] Question about my grade).
    - I endeavor to respond to emails received during the week within 24 hours. I will not respond to emails received after 6pm until the following morning at the earliest. You should not expect a response to an email received after 6pm Friday until the following Monday.
    - Consult with your GSI about their email policy.
  - If you do not receive a response to your email, it is likely that the information you need is available in one of the three steps listed above. Check again.

*Course Format (Remote/Recording/Asynchronous Participation):*

This is an in-person course. In line with [University guidance](#), you are expected to be on campus and attend class in person unless University policy recommends otherwise. This course does ***NOT*** accommodate asynchronous, remote, or hybrid participation while the University and/or the class is in-person. I will not be making lecture recordings available online. Recording of lectures without a verified DSP accommodation or express permission from me is prohibited.

*Grading*

Final grades will be assessed based on the following grade cutoffs:

A 93 | A- 90 | B+ 87 | B 83 | B- 80 | C+ 77 | C 73 | C- 70 | D 60 | F <60

Your CRMs and exams will be graded by your GSI, who will apply a coursewide grading rubric. If you wish to appeal a grade on a CRM or exam, you must send an email to Dr. Sangren (follow the communications policy above) no less than 48 hours and no more than 7 days after grades for the assignment are released. Appeals received outside of the appeal window will not receive consideration. In your email, address the grader feedback that you are contesting in specific detail. If a re-grade is granted, your ***full*** assignment/exam will be re-graded by Dr. Sangren. Note that a re-grade may be lower than the original grade assessment. All re-grades are final.

I do not round or bump grades, though I may make minor adjustments to ensure equity across sections and graders. It would be unethical and against University policy for me to grant special dispensations for individual students (for example, rounding a grade, giving extra credit, or granting an extension) without giving the same opportunity to every student in the class, and it would be inappropriate for you to ask.

*Disability-related accommodations:*

If you need disability-related accommodations in this class, arrange to meet with your GSI during the first week of class to discuss your requirements. See [section on CRMs](#) above for information about accommodation-related extensions for that assignment. Exams will be administered by DSP proctoring services—[schedule your midterm and final](#) ***immediately*** if you plan to remain enrolled in the class. Extensions are not available for high-quality engagement.

*Statement on Course Content and Topics*

Some of the readings, lectures, films, presentations, and discussions in this course may include material that is upsetting or conflicts with the core beliefs of some students enrolled in the course. Please review the syllabus carefully to confirm that you will be able to meet the core requirements of this course, and that this is a course you are committed to taking. If you have a concern, please discuss it with Prof. Sangren immediately.

*Statement on Copyright and Recording:*

Materials in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission.

Video and audio recording of lectures and sections without my and all of your fellow classmates' consent is prohibited. You may not reuse or circulate or post to any websites any recorded lectures, slides, exams, or other course resources authored by the teaching team without Prof. Sangren's permission. This includes screenshots of course materials and/or participants, unauthorized recording of lectures, presentations, or discussions.

*Academic Integrity and Misconduct:*

UC Berkeley's [Honor Code](#) states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The University defines academic misconduct as "any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community" ([UC Berkeley Code of Student Conduct](#)). Incidents of misconduct will be handled in accordance with the policies and procedures prescribed by the [Center for Student Conduct](#).

You are expected in this class to uphold the honor code commitment to academic integrity and ethics. Honesty, integrity, and ethical behavior are of great importance in all facets of life. They are so important that it is generally assumed that one has learned and internalized these qualities at an early age. As a result, these issues rarely get explicitly addressed by the time one gets to be a university student. However, it cannot be overstated just how important honesty is to the academic enterprise. If you are struggling in this class, it is imperative that you communicate these challenges *early* and *honestly* to your instructors.

**ALL WRITING ASSIGNMENTS IN THIS CLASS MUST BE ORIGINALLY COMPOSED.** To copy text or ideas from another source (including your own previously or concurrently submitted coursework) without permission and/or appropriate attribution is unacceptable and will result in a zero (0) for your assignment and usually further disciplinary action. The use of automated summarizing, paraphrasing, AI chatbot, or translation software or apps without appropriate attribution is prohibited.

I report *all* instances of academic dishonesty.

Any matter not explicitly covered by this syllabus or institution-wide policy is left to my sole discretion as the instructor.

## COURSE SCHEDULE

*Thursday, August 24*

Caserta, Salvatore and Mikael Rask Madsen. 2019. The Legal Profession in the Era of Digital Capitalism: Disruption or New Dawn? *Laws* 8(1)

Rubin, Ashley T. Guide to Reading Non-Textbook Texts. From: <https://ashleytrubin.com/resources/>.

Sangren, Kristin. 2019. Reading in the Social Sciences and Humanities.

***Perusall annotations for this week's readings are due on Sunday, August 27th before 11:59pm.***

### Week 1: Course Introduction

*Tuesday, August 29*

Durkheim, Émile. (1933 [1893]), *The Division of Labor in Society*. New York: The Free Press. (selections posted to bCourses)

Marx, Karl and Friedrich Engels. (1947 [1846]), *The Relation of State and Law to Property*. The German Ideology. C.J. Arthur, ed. New York: International Publishers, pp. 79-81.

Hay, Douglas. 1975. *Poaching and the Game Laws on Cannock Chase.. Albion's Fatal Tree: Crime and Society in Eighteenth-Century England*. New York: Pantheon Books [selections posted to bCourses.]

*Recommended:* [Marx, Karl. 1842. Debates on the Law on Thefts of Wood.](#)

*Thursday, August 31*

Sutton, John R. 2001. *Law and the State: Max Weber's Sociology of Law. Law/Society: Origins, Interaction, and Change*. Thousand Oaks: Pine Forge Press, chap. 4 (pp. 99-132)

*Recommended:* [Mills, C. Wright. 1959. The Sociological Imagination. Oxford: Oxford University Press. Chap. 2.](#)

### Week 2: What is law?

First, we examine some formative theories framing the sociological study of law. Often referred to as 'grand' or 'meta-theories' of society, we'll focus especially on the perspectives of the classical social theory triumvirate—Durkheim, Marx (& his buddy Engels), and Weber. Where does law fit into their ideas about how human societies (including our own) work?

Tuesday, September 5

[Luker, Kristin \(2008\). Salsa Dancing into the Social Sciences: Research in an Age of Info-glut. Cambridge: Harvard University Press, chap 3 \[pp. 40-50\]](#)

[Michelson, Ethan \(2022\). Decoupling: Gender Injustice in China's Divorce Courts. Oxford: Oxford University Press, \[selections posted to bCourses\]](#)  
*\* This selection is intended as an example of what quantitative research looks like—the types of questions it is best suited to answer, the concerns and limitations of such methods, the types of data it deploys, the way the data is presented, etc. You do not need to read closely and/or understand/remember the specifics of the topic being addressed (divorce litigation and gender inequality in China). Instead, read to get a general sense of the methods used to answer the researcher's questions about the topic. Keep the concepts from Luker's reading in mind (operationalization, generalizability, bias, etc.)*

*Recommended:* [Angrist, Joshua D. and Jörn-Steffen Pischke. 2008. Mostly Harmless Econometrics: An Empiricist's Companion. Princeton: Princeton University Press.](#)

Thursday, September 7

[Li, Ke \(2022\). Marriage Unbound: State Law, Power, and Inequality in Contemporary China. Stanford: Stanford University Press \[pp. 8-19, 189-226\]](#)

*\* See note above with guidance about reading Michelson. Read Li to understand what qualitative research looks like, not necessarily the topic of divorce litigation and gender inequality in China (unless you're interested in learning more about the topic!)*

Tuesday, September 12

Tonya L. Brito, David J. Pate Jr. & Jia-Hui Stafanie Wong. 2015. I Do for My Kids: Negotiating Race and Racial Inequality in Family Court, 83 Fordham Law Review 3027

Gurusami, Susila. 2019. Motherwork Under the State: The Maternal Labor of Formerly Incarcerated Black Women. Social Problems 66 (1): 128–141.

***Perusall annotations are welcome but not required for these two readings!***

### Week 3: The Craft of Research

How do we move from theory to research? How do sociologists formulate and answer sociological questions? Since its inception, sociology has been grounded in empirical methods. What types of empirical methods do contemporary sociologists use, and how do they make decisions about methods? What are the advantages and disadvantages of these methods? Why and how do ethics matter?

### Weeks 4&5: The (re)Production of Inequality

The idea that our society's legal institutions perpetuate social inequality seems common sense to many. However, this has not always been the case, and it is largely owing to the work of empirical social scientists that we have come to these



understandings and can substantiate these claims.

How do our laws, legal institutions, and legal actors participate in the reproduction of stratifications often already prevalent in our society? How do they create new inequalities? How does empirical research broaden and deepen our understanding of the symbiosis between law and inequality?

***HOMEWORK 1:*** Complete reading notes in accordance with the Reading Notes Template (located at the end of the Rubin piece assigned in week 1) for the two pieces assigned for today (Brito Pate & Wong and Gurusami). Upload these notes to bCourses by **3pm on TUESDAY, SEPTEMBER 12th**. Make sure you have these notes available for in-class LecturePod discussion.

*Late submissions will not be accepted under any circumstances. If you are unable to submit your notes on time, consider doing extra Misc. HQE this week (e.g., class playlist entry, substantive discussion on EdDiscussion, etc.)*

*Thursday, September 14*

[Robert L. Nelson and William P. Bridges. 1999. Legalizing gender inequality: courts, markets, and unequal pay for women in America. Cambridge: Cambridge University Press, chap. 7](#)

*Tuesday, September 19*

Harrington, Brooke. 2012. Trust and Estate Planning: The Emergence of a Profession and Its Contribution to Socioeconomic Inequality. *Sociological Forum* 27(4), 825-846.

*Recommended:* Galanter, Mark. 1974. "Why the Haves Come Out Ahead: Speculations on the Limits of Legal Change" *Law and Society Review*, 1.9, 95-160

*Thursday, September 21*

Frohmann, Lisa. Convictability and Discordant Locales: Reproducing Race, Class and Gender Ideologies in Prosecutorial Decisionmaking. *Law and Society Review* 31, 531-554.

Powell AJ, Hlavka HR, Mulla S. 2017. Intersectionality and Credibility in Child Sexual Assault Trials. *Gender & Society* 31(4):457-480.

*Recommended:* Calavita, Kitty (2010). *Invitation to Law & Society: An Introduction to the Study of Real Law*. Chicago: University of Chicago Press. Chap. 4 (pp. 51-73)

*Tuesday, September 26*

[Mertz, Elizabeth. 2007. The Language of Law School: Learning to "Think Like a Lawyer." Cambridge: Oxford University Press, chap. 6 \(pp. 97-137\)](#)

### **Week 6&7: The Legal Profession**

Many of you aspire to one day work as lawyers or within the legal profession. What does that profession look like, and how does it operate as a social organization? How are diverse students educated and socialized to think and act in a uniform way, like lawyers? How does the profession work to gatekeep access to its coveted and high-paying positions? What is the future of the profession in a rapidly globalizing and digitizing society?

*Thursday, September 28*

Levin, Leslie C. 2014. The Monopoly Myth and Other Tales About the Superiority of Lawyers. *Fordham Law Review* 82, 2611-2635

*Tuesday, October 3*

Rivera, L. A., & Tilcsik, A. 2016. Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market. *American Sociological Review*, 81, 1097-1131.

*Thursday, October 5*

Caserta, Salvatore and Mikael Rask Madsen. 2019. The Legal Profession in the Era of Digital Capitalism: Disruption or New Dawn? *Laws* 8(1)

*Recommended:* Sutton, John R. 2001. Law as Profession. *Law/Society: Origins, Interaction, and Change*. Thousand Oaks: Pine Forge Press, chap. 8 (pp. 221-252)

*Tuesday, October 10*

Sanders, Andrew. 1987. Constructing the Case for Prosecution. *Journal of Law and Society* 14(2), 229-253

Heather R. Hlavka and Sameena Mulla. 2020. Thinking Forensically: Law, Medicine and the Nomos of Sexual Violence

*Thursday, October 12*

Latour, Bruno. 2010. The Making of Law: An Ethnography of the Conseil D'Etat. Cambridge: Polity, chap. 4 (pp. 127-197)

*Recommended:* Geertz, Clifford. *Fact and Law in Comparative Perspective*.

### **Week 8: The Legal Construction of Truth**

Law is a social field producing some of the most authoritative truth claims in our society, second perhaps only to science. How do legal actors participate in the production of legal and/or social truth? How does the production of specialized legal (and scientific) knowledge make real, material changes in the social world?

Local Knowledge: Further Essays in Interpretive Anthropology. Basic Books, pp. 167-234

Foucault, Michel. "Truth and Juridical Forms," in Foucault, Power, ed. James D. Faubion, pp. 31-45 (New York: New Press, 2000)

### **Week 9: Organizations & Institutions**

We tend to think about the relationship between law and society as primarily occurring between states/governments and individuals.

However, there are myriad social organizations (private, public, hybrid) that mediate law's effects on society (and vice versa)--in some arenas, more so than formal legal institutions. What does this mediation look like?

*Tuesday, October 17*

Lauren Edelman, Linda Krieger, Scott Eliason, Catherine Albiston & Virginia Mellema. 2011. When Organizations Rule: Judicial Deference to Institutionalized Employment Structures, 117 American Journal of Sociology 888

### **Midterm Exam**

*Thursday, October 19, in-class*

### **Week 10 Organizations & Institutions (cont.)/Disputes**

Our legal system arguably exists primarily as a mechanism to peacefully settle disputes between different social actors. It is, however, one of many available mechanisms of dispute resolution—usually the mechanism of last resort. And ordinary people often use the law in creative ways beyond the strict rules or intentions of the legal system to prosecute their everyday disputes.

*Tuesday, October 24*

Kihnley, Jennie. 2000. Unraveling the Ivory Fabric: Institutional Obstacles to the Handling of Sexual Harassment Complaints. Law and Social Inquiry 25(1), 69-90.

*Thursday, October 26*

Merry, Sally Engel. 1979. Going to Court: Strategies of Dispute Management in an American Urban Neighborhood. Law and Society Review 13 (selections posted to bCourses)

### **Weeks 11&12: Disputes**

*Tuesday, October 31*

**(cont.) / Culture and  
Everyday Life**

The so-called 'cultural turn' in sociology produced a greater scholarly interest in the ways that law comes to penetrate ordinary people's everyday lives through mundane ways of thinking, acting, and producing meaning. This has primarily manifested in an interest in 'legal consciousness,' and practices associated with 'law' become part of ordinary people's cultural toolkits in order to make sense of and live in their social worlds. What is 'culture,' and how is it different from (but related to) 'society'? How does law impact culture, and vice versa?

Deland, Michael. 2013. Basketball in the Key of Law: The Significance of Disputing in Pick-Up Basketball. LSR 47(3):653-685

*Thursday, November 2*

Ewick, Patricia, and Susan S. Silbey. 1998. The Common Place of Law: Stories from Everyday Life. Chicago: University Of Chicago Press (selections posted to Perusall)

*Tuesday, November 7*

Engel, David M. and Frank W. Munger. 1996. Rights, Remembrance, and the Reconciliation of Difference. LSR 30(1), 7-54

*Thursday, November 9*

Abrego, Leisy J. 2019. Relational Legal Consciousness of U.S. Citizenship: Privilege, Responsibility, Guilt, and Love in Latino Mixed-Status Families. Law & Society Review 53(3), 641-670

**OR**

Young, Kathryne and M. and Chimowitz, Hannah. 2022. How parole boards judge remorse: Relational legal consciousness and the reproduction of carceral logic. Law & Society Review 56(2), 237-260

**OR**

Liu, Qian. 2023. "Kill the chicken to scare the monkey": Heavy penalties, excessive COVID-19 control mechanisms, and legal consciousness in China. Law & Policy

**OR**

Fritzvold, Eric D. 2018. Under the Law: Legal Consciousness and Radical Environmental Activism. Law & Social Inquiry 34(4), 799-824

**OR**

DeMartini, Anne L., Sungwon Kim, Daniel P. Connaughton, and David McArdle. 2020. A comparison of US and Scotland youth soccer coaches' legal consciousness regarding concussion safety regulations. *International Journal of Sports Science & Coaching* 16(3), 554-567

**OR**

Cowan, S. (2021). The Best Place on the Planet to Be Trans? Transgender Equality and Legal Consciousness in Scotland. In: Raj, S., Dunne, P. (eds) *The Queer Outside in Law*. Palgrave Socio-Legal Studies. Palgrave Macmillan, Cham

**OR**

Van de Graaf, Catherine. 2023. 'What about the presumption of innocence?' Legal consciousness and empathy in Facebook users' comments on Flemish #MeToo scandal. *European Journal of Women's Studies*

*(You are also welcome to find and present on a recent scholarly article in a peer-reviewed journal employing the 'legal consciousness' concept about a topic of your choice! The above are merely suggestions)*

***Perusal annotations are welcome but not required for today's reading!***

***HOMEWORK 2:*** Prepare a short presentation about your chosen article for your LecturePod. Be sure to address:

- *Primary argument and main conclusions*
- *Methods*
- *Similarities between your authors' use of 'legal consciousness' and those we have already discussed*
- *Differences between your authors' use of 'legal consciousness' and those we have already discussed*
- *Strengths and weaknesses of your authors' analysis relative to those we have already discussed*

*Tuesday, November 14*

### **Week 13: Proliferations of Law in an Interconnected World**

The intensification of connections between people, capital, goods,

Charpleix, Elizabeth. 2018. The Whanganui River as Te Awa Tupua: Place-based law in a legally pluralistic society. *The Geographical Journal*.

ideas, etc. across vast geographical space (glossed as 'globalization') has produced circumstances of multiple often conflicting legal and normative regimes.

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*Thursday, November 16*

Baumgartel, Moritz and Barbara Oomen. 2019. Pulling human rights back in? Local authorities, international law and the reception of undocumented migrants. *The Journal of Legal Pluralism and Unofficial Law* 51, 172-191.

*Recommended:* Merry, Sally Engel. 1988. Legal Pluralism. *Law & Society Review* 22(5), 869-896.

Berman, Paul Schiff. 2009. The New Legal Pluralism. *Annual Review of Law and Social Science*. 5:225-242.

*Tuesday, November 21*

Jodoin, Sébastien, Shannon Snow, and Arielle Corobow. 2020. Realizing the Right to Be Cold? Framing Processes and Outcomes Associated with the Inuit Petition on Human Rights and Global Warming. *Law & Society Review*, 54:1, 168-200

*Tuesday, November 28*

Pedriana, Nicholas. 2009. Intimate Equality: The Lesbian, Gay, Bisexual, and Transgender Movement's Legal Framing of Sodomy Laws in the *Lawrence v. Texas* Case. *Queer Mobilizations*. Barclay, Scott, Bernstein, Mary, Marshall, Anna-Maria, eds. NY Press (pp. 52-73)

Leachman, Gwendolyn M. 2013. From Protest to Perry: How Litigation Shaped the LGBT Movement's Agenda. *UC Davis Law Review* 47, 1667-1754

*Recommended:* Albiston, Catherine. 2011. The Dark Side of Litigation as a Social Movement Strategy. *Iowa Law Review Bulletin* 96:61-77.

*Thursday, November 30*

Course wrap-up (no additional required reading)

### **Weeks 14&15: Does Law Produce Social Change?**

Advocates frequently focus on law and litigation as important strategies to promote social change. Are these actually effective strategies? What are the mechanisms by which change is enacted? Under what conditions is litigation counterproductive to the goals of social movements?