

LEGAL STUDIES HONORS SEMINAR

Legal Studies H195C / Spring 2024
Mondays, 10:10am – 12:00pm / Selznick Seminar Room / UC Berkeley

Instructor: Calvin Morrill / cmorrill@law.berkeley.edu

Office hours: / Tuesdays, 10:00am – 12:00pm or by email appointment (via Zoom or in-person)

Office hours sign-up link: Under: “Calvin Morrill – Spring 2024 Office Hours (Thursdays)” at <https://www.wejoinin.com/cmorrill@law.berkeley.edu> (Note: The zoom link for my office hours appears on the sign-up sheet.)

Honors Teaching Fellow: Bonnie Cherry / bonniecherry@berkeley.edu

Office hours: Fridays, 10:00am – 12:00pm or by email appointment (via Zoom)

Office hours sign-up link: <https://www.wejoinin.com/sheets/elaoj>

Course Description

We welcome you to the second semester of the Legal Studies honors program. H195C is a workshop to support your research and augment the advising you receive from your thesis advisor (through H195B). H195C will meet both collectively and individually for two hours on Mondays, and be a mixture of group workshops and individual consultations. The workshops will operate in a seminar environment where exchange among us will be a key feature of the learning process.

The individual consultation days for this course for which you can sign up is under, “LS H195C – Individual Consultations (Mondays) – Bonnie Cherry and Calvin Morrill,” at <https://www.wejoinin.com/cmorrill@law.berkeley.edu>. You can sign up to meet with both of us at the same time or one-on-one, whichever you prefer. The zoom link for individual consultations appears on the sign-up sheet. Individual consultations are not mandatory, but are helpful if you need additional time with us to work through ideas, findings, and other issues on your thesis.

Collective workshop days will require you to bring materials from your research project to share with the class. The zoom link for *collective workshops* (1/22/24, 1/29/24, 2/12/24, 2/26/24, 3/11/24, 3/18/24, 4/8/24, and 4/15/24) is:

<https://berkeley.zoom.us/j/97255616911?pwd=MXpSR2xUYjZERFIPTDdLcWx4VVcwZz09>

At the end of the spring semester, students are expected to present their research *in person* at **The Lauren Edelman Legal Studies Honors Research Conference on Friday, April 26, 2024.**

Students must attend the entire conference with exceptions made only for other classes that meet that day.

Grading

The grading for LS H195C is P/NP. To pass this course, you must regularly and actively engage in the collective workshops and individual consultations. Active engagement includes: on-time attendance, bringing materials for the collective workshops, providing constructive feedback and help to your classmates, and asking questions whenever you have them.

Disability and Religious Accommodation

If you need an accommodation for a disability, please contact the Berkeley Disabled Students Program (<https://dsp.berkeley.edu/>) as soon as possible, which will recommend the appropriate accommodations and be in contact with me. If you will need an accommodation based on your religious preferences, please let me know as soon as possible.

Course Policies

- **General:** Please arrive on time for class so as not to disturb your classmates or instructors.
- **Attention:** Please do not participate in social media, messaging, emailing, or other work during class. It is often obvious and is distracting both to fellow students and to the instructors!
- **Respect:** The honors seminar works best when honors students treat one another with respect even when you disagree with what is being said and when you support one another throughout the year.
- **Helping One Another:** In past years, honors students have found it extremely valuable to form a google group for support, exchange of helpful ideas, or feedback on assignments. We will provide emails so that you can organize such a group if you would like. Remember, there is no grading curve in this class so please help one another! You will learn best in an environment where everyone is sharing knowledge.

Student Learning Objectives

Students in LS H195C will learn strategies to support conducting interdisciplinary research at a level that would generally be expected of first-year graduate courses. The specific objectives are:

- To improve one's writing skills
- To collect and analyze empirical data
- To recognize and write about the strengths and weaknesses of data collection and analysis
- To write about research findings
- To integrate qualitative and quantitative research findings (where applicable)
- To offer policy or normative recommendations based on research findings
- To provide engaged feedback to others on their research and writing
- To complete the senior honors thesis
- To present research findings in a professional conference setting

List of Student Sign-ups for the Course (all at wejoinin.com/cmorrill@law.berkeley.edu)

Each student must sign up for one slot under each of the following sign-up sheets:

“LS H195C – Sign-up Sheet for Check-Ins on Research Projects (Classes 1-2)”

“LS H195C – Sign-up Sheet for Analysis Workshops (Classes 4-5)”

“LS H195C – Sign-up Sheet for Writing Workshops (Classes 7-8)”

“LS H195C – Sign-up Sheet for Practice Presentations (Classes 10-11)”

SCHEDULE OF CLASS TOPICS

Classes 1 and 2: Check-Ins on Research Projects

Monday January 22 and January 29

Pre-Class Assignment and Class Discussion

On January 22 and 29, we will meet as a group and devote both sessions to checking in on your projects. Each student (one-half of the class on January 22 and the other half on January 29) will have up to eight minutes to share their responses to the questions below with the class and then two minutes for people to ask questions and make comments. Sign up for a slot under, “LS H195C – Check-ins on Research Projects” at <https://www.wejoinin.com/cmorrill@law.berkeley.edu>. Be prepared in class to provide responses to the following questions:

- Where are you in your research? Have you begun collecting/content coding/making sense of your empirical evidence? To answer these questions, be as precise as possible (e.g., how many interviews have you completed or how many cases have you coded or which archival materials have you consulted or hearing sessions or have you begun pre-testing your survey experiment materials, etc.).
- What are the chief challenges you have faced in conducting your research?
- Have you needed to adjust your proposed research design? If so, how and why?
- What have you learned thus far from your research in terms of answering your research questions? Provide an example from your research that illustrates something you have thus far found out. Anything you are excited about? Anything surprising? What have you learned thus far about the process of conducting research?
- What issues would you most like feedback on from the class?
- Researchers commonly experience multiple emotions about their research, ranging from excitement to anxiety to boredom to everything in between and beyond. How are you feeling about your research?

Class 3: Individual Consultations

Monday, February 5

Pre-Class Assignment and Class Discussion

- We are happy and ready to talk with you about any aspect of your research project, but it will facilitate the usefulness of a consultation if you prepare some questions or comments to which you would like feedback prior to the individual consultation. If your questions and comments relate to data and evidence, please bring a relevant example or examples from your research to the consultation.
- You can meet with both of us together or each of us separately. Sign up for individual consultations under, “LS H195C – Individual Consultations (Mondays) – Bonnie Cherry and Calvin Morrill,” at: <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Classes 4 and 5: Analysis Workshops

Monday, February 12 and 26

Note: NO CLASS on February 19 (President's Day)

Pre-Class Assignment

- Qualitative or quantitative empirical analysis is about systematically transforming (coding) raw data and evidence into meaningful patterns and findings that can answer research questions and sub-questions. Select a representative slice of your data that you believe provides evidence for answering one sub-question.
 - If you conducted in-depth interviews, select an excerpt from your interview/narrative transcripts, archival materials, or the texts you are analyzing, respectively.
 - If you engaged in content coding legal cases, on-line interactions, or websites, select an example from one of the sources relevant to your research.
 - If you are engaged in survey experimentation and have collected data, provide some descriptive data from the experiment or if you haven't yet collected data, lay out an analysis plan for your data.
- Move beyond the particular example you selected by either creating a preliminary qualitative typology of categories/analytic scheme that represents the preliminary patterns you are seeing in your data or, if you are conducting quantitative analysis, put your data in preliminary quantitative tabular or graphic form that can help answer a sub-question.
- The readings for these weeks offer ideas about how to conduct different types of analyses. Draw from these (and any other relevant) readings to begin developing a strategy for analyzing and representing your data as findings. Are there specific hypotheses that you have tested or will test? We and your advisor can give you more specific advice on how to proceed with respect to your study.

Class Discussion

- Each student will have up to eight minutes to present their data example, preliminary analysis, and/or analysis plan (make sure to contextualize it), and how it relates to a sub-question. If you have time, you also may want to include a preliminary typology or analytic scheme and its relation to sub-questions. There will then be two minutes for feedback for each student. Do the best you can with this assignment; we'll work through the fuzzy parts in class and in office hours. Analysis, like formulating a research design, is iterative and requires tolerance for uncertainty as you work through the process.
- Sign up for a slot under, "LS H195C – Sign-up Sheet for Analysis Workshops (Classes 4-5)," at <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Readings

- O'Connor, Hélène and Nancy Gibson. 2003. "A Step-by-Step Guide to Qualitative Data Analysis." *Pimatiziwin: A Journal of Aboriginal and Indigenous Community Health* 1: 64-90. (in-depth interviews, field observations, textual analysis, and in general.)

- Edelman, Lauren B. 2016. “Rhetorically Reframing Legal Ideals.” Pp. 138-149 in *Working Law: Courts, Corporations, and Symbolic Civil Rights*. Chicago: University of Chicago Press. (content analysis)
- Krippendorff, Klaus H. 2004. “Analytical/Representational Techniques.” Pp. 191-210 in *Content Analysis: An Introduction to Its Methodology*. Thousand Oaks, CA: Sage Publications. (content analysis)
- Schutt, Russell K. 2015. “Historical and Comparative Research and Content Analysis.” Pp. 952-1004 in *Investigating the Social World*. Thousand Oaks, CA: Sage. (historical analysis)
- Morrill, Calvin, Tyler Harrison, and Michelle Johnson. 1998. “Voice and Context in Simulated Everyday Legal Discourse: The Influence of Sex Differences and Social Ties.” *Law & Society Review* 32: 639-666. (survey experiments)
- Morrill, Calvin, Lauren B. Edelman, Karolyn Tyson, and Richard Arum. 2010. “Legal Mobilization in Schools: The Paradox of Rights and Race among Youth. *Law & Society Review* 44: 651-694. (mixed methods: survey experiments and interview methods)

Class 6: Individual Consultations

Monday, March 4

Pre-Class Assignment and Class Discussion

- We are happy and ready to talk with you about any aspect of your research project, but it will facilitate the usefulness of a consultation if you prepare some questions or comments to which you would like feedback prior to the individual consultation. If your questions and comments relate to data and evidence, please bring a relevant example or examples from your research to the consultation.
- You can meet with both of us together or each of us separately. Sign up for individual consultations under, “LS H195C – Individual Consultations (Mondays) – Bonnie Cherry and Calvin Morrill,” at: <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Classes 7 and 8: Writing Workshops

Monday, March 11 and 18

Pre-Class assignment

- Outline your findings section in your thesis in a paragraph, using your sub-questions as a point of departure.
- If you have conducted in-depth interviews/narratives, historical analysis, or engaged in the analysis of text, select an excerpt from your transcripts, archival materials, or the texts, and *write a paragraph* that illustrates how you will represent the link between your data (evidence) and a sub-question. Use pp. 52-60 in Golden-Biddle and Locke (2007) and/or Storey (2009) for ideas about how to write up your findings section.
- If you engaged in content coding legal cases, on-line interactions, or websites and have begun to represent your data as a table or a graph, *write a paragraph* describing what is in that table or graph and how it helps answer one of your sub-questions. Review Edelman (2016) for ideas about how to write up your findings section.

- If you engaged in survey experiment, review Morrill et al (1998) for ideas about how to write up your findings section.
- See previous Legal Studies Honors theses on the Fall, 2023, LS H195A bCourses site.

Class Discussion

- In class, each student will have up to eight minutes to present the outline for their findings section and their paragraph and evidence. There will be two minutes for feedback for each student. One-half of the class will present on March 11 and the other on March 18.
- Sign up for a slot under, “LS H195C – Sign-up Sheet for Writing Workshops (Classes 7-8),” at <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Readings:

- Golden-Biddle, Karen and Karen Locke. 2011. “Crafting a Theorized Storyline” and “Developing a Theorized Storyline.” Pp. 25-60 in *Composing Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Storey, William Kelleher. 2009. “Get Writing!,” “Build an Argument,” and “Narrative Techniques for Historians.” Pp. 69-95 in *Writing History: A Guide for Students* (3rd edition). Oxford, UK: Oxford University Press.
- Review Edelman (2016) for content analysis and Morrill et al. (1998) and Morrill et al. (2010) for survey experiments and mixed survey experiments/in-depth interviews.
- See previous Legal Studies Honors theses on the Fall, 2023, LS H195A bCourses site.

Note: NO CLASS on March 25 (Spring Break)

Class 9: Individual Consultations

Monday, April 1

Pre-Class Assignment and Class Discussion

- We are happy and ready to talk with you about any aspect of your research project, but it will facilitate the usefulness of a consultation if you prepare questions or comments to which you would like feedback prior to the individual consultation. If your questions and comments relate to data and evidence, please bring a relevant example or examples from your research to the consultation.
- You can meet with both of us together or each of us separately. Sign up for individual consultations under, “LS H195C – Individual Consultations (Mondays) – Bonnie Cherry and Calvin Morrill,” at: <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Classes 10 and 11: Practice Presentations
Monday, April 8 and 15

Pre-Class Assignment

- Put together a slide show of your project that contains the following:
 - Title slide
 - Literature review
 - Context (if needed)
 - Research Methods
 - Findings (organized using your sub-questions and/or primary argument)
 - Conclusion (including summary of findings and implications for future research and policy/law/social change)
- See previous Legal Studies Honors slide presentations under Class 10 on the Spring, 2024 LS H195A bCourses site.

Class

- Each student will have 10 minutes to present, followed by 5 minutes feedback. These classes will go a bit long to give everyone an opportunity to present and receive feedback.
- Sign up for a slot under, “LS H195C – Sign-up Sheet for Practice Presentations (Classes 10-11),” at <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

Class 12: Individual Consultations
Monday, April 22

Pre-Class Assignment and Class Discussion

- We are happy and ready to talk with you about any aspect of your research project, especially final check-in questions related to your presentation at the Edelman Research Conference at the end of the week, April 26, 2024.
- You can meet with both of us together or each of us separately. Sign up for individual consultations under, “LS H195C – Individual Consultations (Mondays) – Bonnie Cherry and Calvin Morrill,” at: <https://www.wejoinin.com/cmorrill@law.berkeley.edu>.

LEGAL STUDIES HONORS CONFERENCE – FRIDAY, APRIL 26
Selznick Seminar Room / 9:00am – 4:00pm

Note: The spring semester officially ends on Friday, May 10. You will need to arrange with your thesis advisor a date on which to turn in your thesis that gives them enough time to read it and submit your final grade for LS H195B by May 17. Also, please plan to join us at the 2024 JSP/Legal Studies Commencement Ceremony at Zellerbach Auditorium (details for which will be available on the Legal Studies website.)