

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Behavioral Science Date: 9/16/2022

Title Of Course/Degree/Concentration/Certificate: SOC 6500 – Introduction to Law and Society

Change(s) Initiated: (Please check)

- | | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

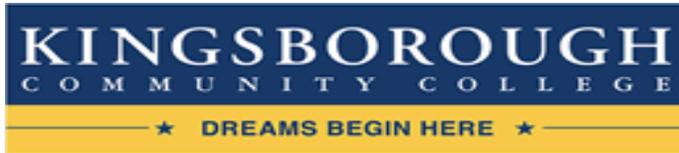
Date Approved: _____ Signature, Committee Chairperson: Stuart Parker

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, LA Chair Committee Chairperson: _____



Brooklyn's Only Community College

DEPARTMENT OF BEHAVIORAL SCIENCES AND HUMAN SERVICES
Dr. Stuart Parker, Chairperson

MEMO

To: Curriculum Committee
From: Stuart Parker
Vanda Seward
Re: Proposed New Course - **SOC 6500 Introduction to Law and**

Society Date: September 16, 2022

The following course proposal, "Introduction to Law and Society," is being proposed as a recommended elective for Criminal Justice majors. Many students are interested in pursuing legal studies track within the criminal justice program. Two of the required courses, Constitutional Law and the U.S. Judiciary (Courts), are designed to serve the interests of these students. In fact, the current course descriptions indicate the courses are designed for "students interested in a pre-law curriculum." However, as part of the Dual Admission Program with John Jay we do not presently offer a robust preparation to pursue legal studies at the transfer college. The proposed introduction course would introduce students to legal studies conceptually and provide a clearer and more seamless transition to the Law and Society Major at John Jay.

The Law and Society Bachelor Arts Major at John Jay include the same requirements for the Dual Degree Admission Program plus the Introduction to Law and Society course (at John Jay, this course is LWS, Intro to Law and Society). By allowing students to fulfill this requirement at Kingsborough, our students would have transfer parity with other students in the major.

The Dual Degree program with John Jay is intended to introduce students to degree and career options early in their academic journey. At the moment, we offer three broad clusters of criminal justice areas of specialization: law, policing, and corrections. While the policing and corrections strands have been developed to transition to more specific majors at John Jay, law has been under-developed. Further, for students who do not transfer to John Jay this course would provide a stronger foundation for legal studies tracks and pre-law studies.

This addition would also address concerns raised by graduates of the Kingsborough Criminal Justice Program. Upon successful completion of our program, students who are directly admitted to John Jay are presented with a number of options as majors. Law and Society students have reported that they feel they should have been better prepared for this transition and should

be able to enroll in advanced Law and Society courses instead of taking the foundational lower level course. They also indicated the need for greater communication and collaboration between the programs to provide career and graduate school advisement earlier in the process.

The course outcomes and Major outcomes would be aligned and would prepare students in legal studies. These include:

- Demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.
- Initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
- Develop written and oral communication skills to express informed opinions about issues in law and society.

This course will be included in the Highly Recommended Electives section of the Degree Requirements consonant with our current articulation agreement with John Jay. This is reflected in the changes in degree requirements submission also included in this packet.

New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Science
Course Designation/Prefix:	SOC
*Course Number:	6500
Course Title:	Introduction to Law and Society
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course introduces students to the ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically.
Prerequisite(s):	Soc 3100
Corequisite(s):	none
Pre-/Co-requisite(s):	
Open ONLY to Select students (Specify Population):	
Frequency course is to be offered (Select All that Apply)	X <input type="checkbox"/> Fall X <input type="checkbox"/> Winter X <input type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	X <input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field

More than 4-credits: Number of credits: ____ (explain mix lecture/lab below)

____ Lecture ____ Lab

Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Criminal Justice 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “action verbs” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.
2. Initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
3. Develop written and oral communication skills to express informed opinions about issues in law and society.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.	40%	Midterm & Final Exams Research Paper Weekly Quizzes

2. Initiate, develop, and present independent research addressing and analyzing the relationship between law and society.	30%	Research Paper Presentation Discussion and Group Work
3. Develop written and oral communication skills to express informed opinions about issues in law and society.	30%	Research Paper

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

by students considering a career in the law or interested in the sociology of legal systems and legal consciousness.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

currently do not have any similar courses at KCC. It will build upon POL 5100 American Government and Politics and complement other courses such as CRJ 6600 Constitutional Law. Students who decide to pursue legal studies in areas outside of policing and corrections will find this valuable. It will also broaden our offerings within our Sociology program.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

rough our dual enrollment agreement with John Jay the course will transfer as an introductory Law and Society course in John Jays Law and Society Major and at other colleges that have a similar major.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Textbook: Law and Society, 12th Edition. Steven Vago, Steven WE. Barkan. ISBN 9780367904012. Routledge. 2021.

Additional materials will be made available using Blackboard.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

Attached

12. Selected Bibliography and Source materials:

Attached



SOC 6500: Introduction to Law and Society
3 credits, 3 hours

Term:
Instructor:
Office:
Email:

Course Description

This course introduces students to the ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically.

Student Learning Outcomes

- Demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.
- Initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
- Develop written and oral communication skills to express informed opinions about issues in law and society.

Required Materials

Textbook: Law and Society, 12th Edition. Steven Vago, Steven WE. Barkan. ISBN 9780367904012. Routledge. 2021.

Additional materials will be made available using Blackboard.

Grade Requirements

Weekly Quizzes (40%) to demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.

8 Page Research Paper (30%) which will be used to assess your ability to initiate, develop and present independent research addressing and analyzing the relationship between law and society.

Class Discussion, small group work, and Research Presentation (15%) to assess your oral communication skills, developed over the semester, to express informed opinions about issues in law and society.

Exams (15%) including a Midterm and Final Examination to measure your written communication skills to express informed opinions about issues in law and society.

Attendance Policy

It is college policy that if a student accrues **six** or more absences the student may earn a WU as his or her final grade. A WU is equivalent to an F and will impact your overall GPA accordingly.

Academic Integrity Policy

Cheating will not be tolerated. If you are not sure what plagiarism is, you should consult the student handbook. Copying and pasting from websites could result in your expulsion from Kingsborough and could affect your ability to attend other institutions. To review the handbook please visit the following link: <https://www.kbcc.cuny.edu/hb/Homepage.html>

Accessibility Statement

1. Access-Ability Services <https://www.kbcc.cuny.edu/access-ability/homepage.html> It is the policy of Kingsborough Community College and of this instructor to provide all reasonable accommodations for students with disabilities. If you require accommodations for any disability (physical, psychological, learning, or other), or have any questions about accommodations, whether you need them, or how to get them, please contact the Kingsborough Community College Access-Ability Services (AAS) at 718-368-5145 or aas@kbcc.cuny.edu. Please let me know the accommodations needed as soon as possible so I can make any necessary changes.

2. Commons & Email: A copy of the syllabus and all assignments and course documents will be posted to our class site on the CUNY Academic Commons; other information (links to articles of interest or additional readings) may be posted as well. If

you would like to write on the Commons (on our class site or your own site) you will need a CUNY email address to work on the commons, so please get it sorted out as soon as possible. You can follow the instructions to get into your KCC email here: <https://inside.kingsborough.edu/kccemail/fssemail.php> and let me know if you have any problems.

3. Courtesy: Students must treat each other with respect. **All opinions must be backed up by evidence from reputable academic sources.** Some of the topics we will cover may be traumatic for different students because of their past experiences. If you anticipate or are experiencing any such difficulties with course materials or assignments, please email me as soon as possible so an alternative assignment can be arranged.

4. Preferred Gender Pronoun and Name: I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me. For more information, please visit <https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/>

5. Academic Integrity: Academic integrity is of the utmost importance- this is your learning, and you must be responsible for it. I am here to help in any way I can. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will be punished to the fullest extent possible, including academic and disciplinary sanctions (i.e. failure or suspension). This includes, but is not limited to, having other people do your coursework, buying prepackaged or custom answers to papers, tests, or assignments, and working with other students on class projects when not specifically permitted to do so. Keep in mind, if you can find a place to buy a paper/answers on the Internet, your professors probably can find the same place, because we have the Internet too. Please familiarize yourself with the official KBCC policy at https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html

6. Support Services Take advantage of the many, many opportunities for support in your development as a student available at Kingsborough. **All of the offices/services on campus have remote assistance available.** Some offices on campus that may be helpful to you include (but are not limited to):

- **KCC Library:** <https://www.kbcc.cuny.edu/kcclibrary/Homepage.html>
- **Center for Academic Writing Success**, 718-368-5118, <https://www.kbcc.cuny.edu/caws/index.html#online>
- **IT Helpdesk:** <https://www.kbcc.cuny.edu/its/Homepage.html> 718-368-6679 or helpdesk@kbcc.cuny.edu
- **Access Resource Center** (718-368-5411, <https://www.kbcc.cuny.edu/arc/Homepage.html> - benefits screening, winter coat and clothing closet, resource center, legal and financial consultations

- **Food Pantry-** <http://kbcc.cuny.edu/arc/additional.html> Weekly pantry bag pickup available at front gate. Email or call first for an appointment: arc.kcc@kbcc.cuny.edu
- **The Carroll and Milton Petrie Foundation Student Emergency Grant Fund-** <https://www.kbcc.cuny.edu/admission/EmergencyFund.html> provides financial assistance to KCC students who are currently enrolled, are in good academic standing and are facing short-term financial emergencies (examples: job loss, illness, or death of family member/self, need for glasses or dental work, homelessness or impending homelessness, theft of books/computer, etc).
- **Counseling Center**(718-368-5975
https://www.kbcc.cuny.edu/counselingservices/counseling_resource_center.html)
- **Health Services** (718-368-5684
<https://www.kbcc.cuny.edu/healthservices/about.html>)
- **Women's Center** (718-368-4700
https://www.kbcc.cuny.edu/womens_resource_center/Homepage.html)
- More Student Resources are listed here:
<https://www.kbcc.cuny.edu/studres/home.html#support>

COURSE OUTLINE AND ASSIGNED READING

Week 1: Introduction to Law and Society

Reading: Textbook - Law and Society - Chapter 1. Quiz 1

Class Discussion: Introduction to Law and Society, Questions & Answers.

Week 2 Lawmaking and Popular Culture

Reading: Textbook - Law and Society - Chapter 4 Quiz 2

Class Discussion: What do you know about legality?

Week 3 Having Rights: Theoretical Perspectives & Everyday Life

Reading: Textbook - Law and Society - Chapter 2 Quiz 3

Assignment: Research Paper Instructions Class Discussion

Week 4 Police and Relations with Minorities

Reading: Textbook - Law and Society - Chapter 5 Quiz 4

Class Discussion: Analyzing New York's Policing Policies from a Law & Society perspective.

Week 5 Lawyers and Legal Outcomes

Reading: Textbook - Law and Society - Chapter 8 Quiz 5

Midterm Review

Week 6 Studying Judges and Judging & Legal decision making: Juries

Reading: Textbook - Law and Society - Chapter 3 Midterm

Examination

Week 7 Law in a cultural context (sub-cultures in the U.S./ law in non-U.S. cultures)

Reading: Textbook - Law and Society - Chapter 9 Assignment:

Research Paper Instructions & Workshop Quiz 6

Class Discussion: Midterm Responses

Week 8 Disputing

Reading: Textbook - Law and Society - Chapter 6

Quiz 7

Class Discussion: Methods of resolving conflicts & cultural variables.

Week 9 A socio-legal analysis of Constitutional Law

Reading: Handout - A Socio-Legal Analysis of Constitutional Law Quiz 8

Class Discussion: Re-examining Marbury v. Madison for Marshall's Errors

Week 10 Law and Social Change

Reading: Textbook - Law and Society - Chapter 7 Quiz 9

Assignment: Presentation Instructions, Grading Rubric and Workshop

Week 11: Presentations

Class Discussion of Student Paper Topics (~10 – 15 minute presentations of your area of interest)

Week 12: Presentations

Class Discussion of Student Paper Topics (~10 – 15 minute presentations of your area of interest)

Final Papers Due

Final Examinations

Selected Bibliography and Source materials

Macaulay, S. (1987). Images of law in everyday life: The lessons of school, entertainment, and spectator sports. *Law & Society Review*, 21: 185 – 218.

Kruse, C. (2010). Producing absolute truth: CSI science as wishful thinking. *American Anthropologist*, 112: 79 – 91.

Kohm, S. (2006). The people's law versus Judge Judy justice: Two models of law in American reality-based courtroom . *Law & Society Review*. 40: 693-727.

Haltom, W., & McCann, M. (2004). "Full Tort Press," Chapter Five of *Distorting the Law*, Chicago, IL: University of Chicago Press.

Kagan, R.A. (2006). How much do conservative tort tales matter? *Law & Social Inquiry*, 31: 711 – 737.

Macaulay, S. (1963). Non-contractual relations in business: A preliminary study. *American Sociological Review*, 28, 55 – 67.

Albiston, Catherine R. (2005). Bargaining in the shadow of social institutions: Competing discourses and social change in workplace mobilization of civil rights. *Law & Society Review*, 39, 11 – 49.

Kirkland, A. (2008). Think of the hippopotamus: Rights consciousness in the fat acceptance movement. *Law & Society Review*, 42: 397-431.

Heyer, K. (2002). The ADA on the road: Disability rights in Germany. *Law & Social Inquiry*, 27, 723 – 762.

Coutin, S.B. (2011). The rights of noncitizens in the United States. *Annual Review of Law and Social Science*, 7, 289 – 308

elstiner, W.L.F., Abel, R.L., & Sarat, A. (1980-81). The emergence and transformation of disputes: Naming, blaming, claiming..." *Law and Society Review*, 15, 631-654.

Kalavita, K., & Jenness, V. (2013). Inside the pyramid of disputes: Naming problems and filing grievances in California Prisons. *Social Problems*, 60, 50 – 80.

Merry, S.E. (1979). Going to court: Strategies of dispute management in an American urban neighborhood. *Law & Society Review*, 13, 891- 925.

Blackstone, A., Uggens, C., and McLaughlin, H. (2009). Legal consciousness and responses to sexual harassment. *Law & Society Review*, 43: 631 – 668.

Engel, D. (1984). The oven bird's song: Insiders, outsiders, and personal injuries in an American community. *Law & Society Review*, 18, 551 – 582.

Kidder, R.L., Hostetler, J.A. (1990). Managing ideologies: Harmony as ideology in Amish and Japanese Societies. *Law & Society Review*, 24: 895 – 922.

Savelsburg, J. & King, R.D. (2005). Institutionalizing collective memories of hate: Law and law enforcement in Germany and the United States, *American Journal of Sociology*, 111, 579-616.

Michelson, E. (2007). Climbing the dispute pagoda: Grievances and appeals to the office justice system in rural China. *American Sociological Review*, 72: 459 – 485.

Tanase, T. (1990). The management of disputes: Automobile accident compensation in Japan. *Law & Society Review*, 24, 651 – 691.

Lempert, R. & Monsma, K. (1994). Cultural differences and discrimination: Samoans before a public housing eviction board. *American Sociological Review*, 59, 890 – 910

Obasogie, O.K. (2010). Do blind people see race? Social, legal, and theoretical considerations. *Law & Society Review*, 44, 585 – 616.

Stephens, N.M. & Levine, C.S. (2011). Opting out of denying discrimination: How the framework of free choice in society influences perceptions of gender inequality. *Psychological Science*, 22, 1231 – 1236.

Nielsen, L.B., Nelson, R.L., and Lancaster, R. (2011). Individual justice or collective legal mobilization? Employment discrimination in the post-civil rights United States. *Journal of Empirical Legal Studies*, 7, 175 – 201.

Best, R.K., Edelman, L.B., Krieger, L.H., & Eliason, S.R. (2011). Multiple disadvantages: An empirical test of intersectionality theory in EEO litigation. *Law & Society Review*, 45, 991 – 1025

Levi, R. (2000). The mutuality of risk and community: The adjudication of community notification statutes. *Economy & Society*, 29, 578 – 601.

Thacher, D. (2008). The rise of criminal background screening in rental housing. *Law & Social Inquiry*, 33, 5 – 30.

Gardner, W., Lidz, C.W., Mulvey, E.P., & Shaw, E.C. (1996). Clinical versus actuarial predictions of violence in patients with mental illnesses. *Journal of Counseling and Clinical Psychology*, 64, 602 – 609.

Janus, E.S. & Meehl, P.E. (1997). Assessing the legal standard for predictions of dangerousness in sex offender commitment proceedings. *Psychology, Public Policy & Law*, 3, 33 – 64. [NOTE: The math/statistics portion of this article will be explained – do not fret if you do not get it on the first pass].

Simon, Jonathan (2005). Reversal of fortune: The resurgence of individual risk assessment in criminal justice. *Annual Review of Law and Social Science*, 1, 397 - 421.

Edelman, L.B., & Suchman, M.C. (1999). When the 'haves' hold court: Speculations on the organizational internalization of law. *Law & Society Review*, 33, 941 -

Barnes, J., & Burke, T.F. (2006). The diffusion of rights: From law on the books to organizational practices. *Law & Society Review*, 40, 493 – 524.

Grattet, R. and Jenness, V. (2005). The reconstitution of law in social settings: Agency discretion, ambiguity, and a surplus of law in policing of hate crime. *Law & Society Review*, 39: 893 –942.

Colvin, A.J.S. (2011). An empirical study of employment arbitration: Case outcomes and processes. *Journal of Empirical Legal Studies*, 8, 1 – 23.

Levi, R. (2000). The mutuality of risk and community: The adjudication of community notification statutes. *Economy & Society*, 29, 578 – 601.

Thacher, D. (2008). The rise of criminal background screening in rental housing. *Law & Social Inquiry*, 33, 5 – 30.

Gardner, W., Lidz, C.W., Mulvey, E.P., & Shaw, E.C. (1996). Clinical versus actuarial predictions of violence in patients with mental illnesses. *Journal of Counseling and Clinical Psychology*, 64, 602 – 609.

Janus, E.S. & Meehl, P.E. (1997). Assessing the legal standard for predictions of dangerousness in sex offender commitment proceedings. *Psychology, Public Policy & Law*, 3, 33 – 64. [NOTE:

Weitzer, R. and Tuch, S.A. (2005). Racially biased policing: Determinants of citizen perceptions. *Social Forces*, 83: 1009 – 1030

- King, R.D. (2007). The context of minority group threat: Race, institutions, and complying with hate crime law. *Law & Society Review*, 41: 189 – 224.
- Warren, P., Tomaskovic-Devey, D., Smith, W., Zingraff, M., and Mason, M. (2006). Driving while Black: Bias processes and racial disparity in police stops. *Criminology*, 44: 709 – 738.
- Williams, B.N., and Stahl, M. (2008). An analysis of police traffic stops and searches in Kentucky: A mixed methods approach offering heuristic and practical implications. *Policy Sciences*, 41: 221 – 243
- Rose, M.R., Ellison, C.E., and Diamond, S.S. (2008). Preferences for juries over judges across racial and ethnic groups. *Social Science Quarterly*, 89: 372 – 391.
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