

San Jose State University
Department of Justice Studies
Fall 2014

JS 205: Seminar in Law & Courts

General Class Information:

Instructor:	Dr. Edith Kinney, J.D.
Office Location:	MacQuarrie Hall 525B
Email:	edith.kinney@sjsu.edu
Office Hours:	Tuesday / Thursday, 1:00 - 2:30 p.m., or by appointment Online sign up: http://bit.ly/1uhbH3e
Class Time:	Thursday 4:30 – 7:15 p.m.
Classroom:	MacQuarrie Hall 526
Competency Area:	Graduate

Catalog Course Description: Roles of the law in society. Analysis and critique of courts, attorneys, judges and juries; dispute resolution; race, class, sex inequality; law's symbolic functions and unintended consequences; new socio-legal research; and comparative perspectives.

Course Description: This course critically examines the structure and function of law and the court system in the United States, with particular attention to the role of law in settling disputes, exerting social control, establishing norms, regulating behavior and promoting equality. Significant attention will be devoted to court systems including the role of the jury in American jurisprudence. As a graduate seminar, the course's emphasis is on reading, discussion and oral and written analysis. Class participation is a significant part of your grade, so it will be essential for you to keep up with the readings, attend class regularly, and contribute to class discussions. Prerequisite: Graduate Standing.

Student Learning Objectives: Successful completion of this course will enable students to appreciate, describe and critique the various roles law and courts play in society, including the function of dispute settlement, regulating and controlling the behavior of individuals and organizations, sanctioning misbehavior and promoting equality and justice. In addition, students will be able to analyze fundamental concepts of the law as it relates to citizens and institutional actors by examining specific cases as

well as the role of mass media and underlying political debate shaping the popular perception of law and its role in society.

- SLO1: Gain a thorough understanding of the social construction of youth, crime, and deviance
- SLO2: Gain a thorough understanding of historical development of the US juvenile justice system
- SLO 3: Gain a thorough understanding reactionary vs. preventative approaches to social problems related to youth
- SLO4: Gain a thorough understanding of critiques of common connections between youth and “crime” or “risk behaviors”
- SLO5: Narratives of youth and staff in a variety of “placements” in the justice and child welfare system
- SLO6: Gain a thorough understanding of the somewhat complex connections between the juvenile justice and child welfare systems
- SLO7: Gain a thorough understanding of existing and potential alternatives to dominant, reactionary approaches to juvenile justice
- SLO8: Students should read, write, and contribute to discussion at a skilled and capable level.

Justice Studies Department Writing Philosophy:

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e. reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Students in JS 205 will have the opportunity to improve their writing and critical literacy skills through completion of in-class and online writing assignments, a research paper, and extra credit reflections (optional).

Required Readings:

There is no required textbook for JS 205. All assigned readings will be provided by the instructor as PDF files via Google Drive or on our Canvas course website. Should you have any accessibility issues or problems obtaining or reading materials throughout the course, please email the instructor for assistance. If you have difficulty completing or understanding the readings, come to office hours to discuss reading strategies for graduate-level courses.

Library Liaison:

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, MLIS, Academic Liaison Librarian
4th Floor, King Library / Phone: 408-808-2118 / Email: silke.higgins@sjsu.edu

Classroom Protocol:

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional

computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this



code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Our examination of law, courts, and society may address topics including violence, discrimination, and gender-based violence, issues that may be difficult, challenging, and potentially triggering for survivors of trauma. Students should feel free to contact the instructor if you are concerned about a particular reading or topic.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, etc. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy:

Readings

Students are expected to complete readings *before* the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that our seminar time is not wasted, and we can engage the material together. Though readings are not a graded assignment per se, a significant portion of the final grade will be determined based upon student participation and the ability to discuss and critically analyze assigned readings and court cases in oral presentations and written assignments.

Substantively, the readings in JS 205 are designed to expose students to the gap between “law on the books” and “law in action” by examining empirical studies and policy analysis evaluating the impact of law and courts in our social, economic, political, and correctional institutions. In addition, case studies will encourage students to evaluate the possibilities and limitations of legal mobilization strategies in efforts to promote social and institutional change.

Grading Scheme:

Writing assignments will be graded on a 100-point scale and evaluated on content, clarity, and thoroughness. See Canvas for a rubric and writing resources.

Class Participation

20% of final grade

Attendance is mandatory unless you have an emergency or excused absence. Active participation is key to the success of our class and your learning experience. Students are required to keep up with the assigned reading and be able to discuss it in class. Students are expected to pose at least 1 discussion question and contribute at least 3 comments during each class meeting. Students will sign up to be “on call” for one class session and will be responsible for summarizing key readings and explaining cases during class discussion.

The participation grade will be based on contributions to class discussion, posts and responses to our Canvas discussion board regarding video assignments and current events, and any reflection papers submitted on (optional) extra credit activities.

Court Observation and Reflection

10% of final grade

Students will observe the proceedings of a local court and write a 2-page summary reflection of their experience linking it to course readings and concepts. You may attend court at any time during the semester; instructions and suggestions will be provided in class.

Law & Courts in the News: Current Event Analysis **15% of final grade**

Over the course of the semester, students will identify and analyze 3 current events related to Law & Courts. Create a 2-3 paragraph post under “Law & Courts in the News” Discussion on Canvas. Your post should provide a concise explanation of the event, a description of the relevance of law and/or courts in the issue, how the media source framed the issue, and your thoughts/observations/critiques regarding the issue.

Final Paper **40% of final grade**

Students will write a 15-20 page research paper, typed and double-spaced, in 12-point font, with standard 1-inch margins and references in APA style. Students must write original papers for this class. Copies of papers completed in previous classes, or papers largely adapted from previous classes, are unacceptable and, if submitted, will be considered a violation of academic integrity. This will result in severe consequences that may include failing the paper, failing the course and expulsion from SJSU. Note that reports of plagiarism are noted in your official academic record, and may be visible on some employer background checks. If you are unsure how to use citations and work with quotations, see the Instructor in office hours and visit the Writing Center. You will be required to upload your paper to [Turnitin.com](https://www.turnitin.com)

The questions guiding your paper will be developed jointly by the instructor and students during the first four weeks of the seminar on the topics under consideration. Students must complete steps the following to receive credit for the final paper:

- 1) Paper Proposal:** Your proposal should be 1-2 pages and should include the following: 1 paragraph abstract of the paper including a specific research question; a brief section identifying and describing 5 potential sources, including at least one law review article from LexisNexis).
- 2) First Draft:** 3-5 page outline including your abstract, research question, and a basic outline of your argument, including sources with annotations describing how you plan to utilize each source in your paper.
- 3) Peer Review and Writing Workshop: 10/9/14** Students will work in small groups to reach each others’ First Drafts and provide comments, suggestions, and constructive criticism. Bring 3 printed copies of your First Draft to the Workshop. Each group member will complete a Peer Review Worksheet to give to each author. The final draft of your paper should reflect responses to peer and instructor feedback.
- 4) Final Paper:** The final paper must be an original research paper of 15-20 pages (not including your cover page and bibliography/references). The paper must include a *minimum* of 10 academic citations (blogs and newspaper articles may be referenced and analyzed, but do not count towards the 10 required citations), with at least 5 citations within the past 5 years. Papers should include

a specific research question; an introduction with a clear “roadmap” to the paper (reflecting your outline); a literature review situating the research topic; descriptive headings that summarize the argument in each section; and a conclusion. Be sure to re-read and edit your paper closely; points will be deducted for incorrect citations, grammar and spelling. Students are encouraged to consult with the instructor *early* in the semester and should avail themselves of the assistance of our Library Liaison and the Writing Center.

Final Presentation

15% of final grade

During the last weeks of class, students will give an oral presentation to the class on your topic. Prepare a PowerPoint or Prezi presentation and be sure to practice/time your talk (approximately 12-15 minutes). Students will create a Wiki or Webpage on the research paper and presentation, providing links to pertinent links to resources and organizations (depending on your topic). The Wiki/Webpage should provide an overview of the topic, FAQs and “Want to Learn More?” links to pertinent resources, cases, academic articles, newspaper stories, organizations, etc.

Optional Extra Credit Towards Participation Grade

Students will periodically have the opportunity to complete extra credit by attending films, lectures or presentations related to law and courts (broadly understood). Opportunities will be announced in class and via email; students are encouraged to propose opportunities if there are activities or events they think might of interest to fellow students and relate to the course. Students must write a 1-page reflection paper to receive credit for attending, viewing or participating in such events, and provide a brief assessment to the class (in person or on our Canvas Discussion Board) explaining what you learned and how it relates to class topics or discussion. Students can receive up to five percentage points extra credit on their participation grade; each extra credit reflection counts for 1 percentage point. Assignments can be turned in to the instructor any time via email before the last day of instruction (Wednesday, December 10, 2014).

Grading Scale

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Exams and final grades will be calculated as a percentage on a typical “10 point scale”:

98-100%	A+	78-79%	C+
94-97	A	74-77	C
90-93	A-	70-73	C-
88-89	B+	68-69	D+
84-87	B	64-67	D
80-83	B-	60-63	D-
		>60	F

Course Schedule

JS 205: Seminar in Law & Courts – Fall 2014

Note: The following course schedule is subject to change with fair notice. Check your email and Canvas for updates to course topics and readings.

Week	Date	Topics, Readings, Assignments, Deadlines
1.	8/28	<p>Introductions Course introduction, discuss syllabus, assignments</p> <p>Background Reading: Shapo & Shapo, <i>Law School Without Fear</i> Read Ch. 1 “Law: Constitutions, Legislation, and Courts” Skim Ch. 2 “Briefing a Case”</p> <p>United States Constitution Bill of Rights Thirteenth, Fourteenth, Fifteenth, Nineteenth Amendments <i>Available at:</i> http://www.archives.gov/exhibits/charters/constitution.html</p> <p>Currier, “Functions and Sources of Law” (Ch. 2)</p> <p>Link to access Currier <i>Courts</i> Folder on SJSU Google Drive: http://bit.ly/1CazGq6</p> <p>NOTE: Read Ch. 2; skim/review Chapters 1, 3, and 4 for basics on introductions to reading cases, the classification of the law, and an overview of the court system and the role of judges. Ch. 4 will be reviewed later in the semester.</p>
2.	9/4	<p>Dispute Resolution and Adversarial System and Access to Justice in the Adversarial System Felstiner, Able, Sarat, “The Emergence and Transformation of Disputes: Naming, Blaming and Claiming,” 15 <i>LAW & SOC. REV.</i> 631 (1981)</p> <p>Marc Galanter, “Why the Haves Come Out Ahead: Speculations on the Limits of Legal Change,” 9 <i>LAW & SOC. REV.</i> 95 (excerpts)</p> <p>“Java Jive: Genealogy of a Juridical Icon,” in <i>Distorting the Law: Politics, Media, and the Litigation Crisis</i>, McCann & Haltom</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Kagan, <i>Adversarial Legalism</i> (excerpts) http://bit.ly/XZblUN</p> <p>Access to Justice and Judicial Elections: Watch the following video and comment on the “Justice for Sale” Discussion on Canvas by Tuesday 9/9. http://www.pbs.org/moyers/journal/02192010/watch.html</p> <p>FILM: <i>Hot Coffee</i> http://www.hotcoffeethemovie.com/</p>
3.	9/11	<p><i>Criminal Justice – the Due Process Revolution and Redefining the Limits of the Fourth, Fifth, and Sixth Amendments</i></p> <p>Packer, “Two Models of the Criminal Process” (excerpt)</p> <p>Rosenberg, <i>The Hollow Hope</i>, Ch. 11, “Judicial Revolution? Litigation to Reform the Criminal Law”</p> <p><i>Mapp v. Ohio</i>, <i>Miranda v. Arizona</i>, <i>Gideon v. Wainwright</i>, <i>In re Gault</i> (+ recent developments)</p> <p>Feeley, “The Process is the Punishment: Handling Cases in a Lower Criminal Court” (excerpts)</p> <p>Mason, “Jay-Z’s 99 Problems, Verse 2: A Close Reading with Fourth Amendment Guidance for Cops and Perps,” 56 St. Louis U. L. J 567 (2012)</p> <p>Leo, “Miranda’s Revenge: Police Interrogation as a Confidence Game” (excerpts)</p> <p>FYI: Overview of the Exclusionary Rule: http://www.law.cornell.edu/wex/exclusionary_rule</p> <p>Video Assignment & Canvas Discussion Forum: <i>Miranda</i> Rights, Interrogation & False Confession: <i>Frontline</i>, “The Confessions” Watch the program and investigate the resources here: http://www.pbs.org/wgbh/pages/frontline/the-confessions/</p>
4.	9/16	<p>Optional Extra Credit Activity: Guest Lecture in JS 171 (10:30-11:45) <i>Prisoners’ Rights and Resistance in Prison and in the Courts</i> Guest Speaker: Dr. Keramet Reiter (UC Irvine) Read: “The Pelican Bay Hunger Strike: Resistance within the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	<p>9/17</p> <p>9/18</p>	<p>Structural Constraints of a US Supermax Prison,” <i>The South Atlantic Quarterly</i> 113:3 (2014).</p> <p>Constitution Day Social Media Activity</p> <p>Prison Reform and Death Penalty Litigation Prison Law Office, Overview of Major Cases: http://www.prisonlaw.com/cases.php</p> <p>Case Excerpts: <i>Furman v. Georgia</i>; <i>Gregg v. Georgia</i>; <i>McClesky v. Kemp</i>; <i>Atkins v. Virginia</i>; <i>Roper v. Simmons</i></p> <p>CDCR: Capital Punishment</p> <p>David Garland, <i>A Peculiar Institution</i>: (excerpts from Introduction and Chapter 1)</p> <p>Justice John Paul Stevens, “On the Death Sentence,” Review of David Garland’s <i>Peculiar Institution</i>, <i>New York Review of Books</i>, 12/23/10, http://www.nybooks.com/articles/archives/2010/dec/23/death-sentence/?pagination=false</p> <p>Listen to a brief podcast describing the evolution of Supreme Court Justice Blackmun’s Stance on the Death Penalty: http://www.npr.org/templates/story/story.php?storyId=1749684</p> <p><i>Case Study</i>: Capital Punishment in California – Cases and Controversies (Readings & Discussion on Canvas)</p>
5.	9/25	<p>PAPER PROPOSALS DUE</p> <p>Legal Mobilization to Challenge Racial Discrimination <i>Plessy v. Ferguson</i> <i>Sweatt v. Painter</i> Rosenberg, <i>The Hollow Hope</i> (excerpts) <i>Brown v. Board of Education</i> (I and II) <i>Parents Involved in Community Schools vs. Seattle School District</i> <i>Fisher v. TX</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Video Assignment & Canvas Discussion Forum: Integration, Busing, and Backlash to Civil Rights Reforms</p>
6.	10/2	<p><i>Civil Rights, Courts and the Democratic Process: Voting and Juries</i> Voting Rights Act (Readings TBA)</p> <p>American Bar Association, Public Education: Law & the Courts - Vol. 3 Juries</p> <p><i>Before the Law</i>, Juries in Historical Context; Race and Sex Discrimination in Jury Selection <i>Batson v. Kentucky</i> 476 U.S. 79 (1986) <i>J.E.B. v. Alabama ex rel. T.B.</i> 511 U.S. 127 (1994)</p> <p>Equal Justice Initiative (2010) “Illegal Racial Discrimination in Jury Selection: A Continuing Legacy” (5-27; 35-37; 38-41)</p> <p>American Bar Association, “Excluding Gay Jurors After <i>Windsor</i>,” http://bit.ly/YZDdIA</p> <p>Butler, Jury Nullification and the War on Drugs</p> <p>Canvas Video Activity & Discussion: Watch video: Supreme Court Conversation on the Constitution: Jury Service (with Justice Breyer, Justice O’Connor, and Justice Kennedy) http://www.uscourts.gov/EducationalResources/ConstitutionResources/SupremeCourtDialogs.aspx</p> <p>Listen to an NPR Report on racial discrimination in jury selection: http://n.pr/1pdn9ld</p> <p>Listen to the Life of the Law podcast on jury nullification: http://bit.ly/1tL99f1</p>
7.	10/9	<p>FIRST DRAFTS DUE</p> <p>Peer Review Paper Workshop</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8.	10/16	<p>Judges & Judging</p> <p>Re/read Currier Ch. 4, “The Court System and the Role of Judges”</p> <p>Medina “Reflections on the Judicial Function”</p> <p>Justice Sotomayor, “Latina Judge’s Voice,” and excerpt from <i>My Beloved World</i></p> <p>Wald, “Some Thoughts on Judging”</p> <p>Horowitz, “Social Policy and Judicial Capacity” (excerpts)</p> <p>Discuss <i>The Corporation</i> and legal expansion of corporate personhood in the <i>Citizens United</i> and <i>Hobby Lobby</i> cases</p>
9.	10/20 10/23	<p>U.S. Supreme Court Justice Sonia Sotomayor – Lecture on Campus</p> <p>Reproductive Justice and LGBTQ Rights: On the Streets and In the Courts</p> <p>Josh Wilson, <i>The Street Politics of Abortion: Speech, Violence, and America’s Culture Wars</i> (excerpts)</p> <p>Leachman, “From Protest to <i>Perry</i>: How Litigation Shaped the LGBT Movement’s Agenda,” <i>UC Davis Law Review</i> (2014)</p> <p><i>Mobilizing Ideas Dialogue – Social Movements and the Courts</i>: http://bit.ly/1wMdceN</p> <p>Reproductive Rights and LGBTQ Rights Case Law (Canvas)</p>
10.	10/30	<p>Right to Counsel</p> <p><i>Gideon v. Wainwright</i> and its legacy</p> <p>Readings TBA</p> <p>Video: The Constitution Project: Defending Gideon http://bit.ly/1aZVswv</p> <p>FYI Video: Gideon’s Promise Organization -</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		http://bit.ly/1tL8MRC
11.	11/6	<p>Juvenile Justice Platt, <i>The Child Savers</i> (excerpts)</p> <p>Armaline “Caging Kids of Color”</p> <p>Canvas Discussion Fora: Zero Tolerance the “Books Not Bars” Movement Domestic Minor Sex Trafficking</p> <p>Brown, “A Court’s All Hands Approach Helps Girls Most at Risk,” 1/28/14, NY Times: http://nyti.ms/1vUQywq</p> <p>Juvenile Justice Approaches to Human Trafficking and the Commercial Sexual Exploitation of Children Clark, “There is No Such Thing as a Child Prostitute,” <i>East Bay Express</i>, 07/2/14, http://bit.ly/1CaCuUa</p>
12.	11/13	Collaborative Courts, Tribal Courts & Restorative Justice Readings TBA
13.	11/18	<p>Optional Guest Lecture (Room 520, 10:30-11:45 a.m.) <i>Transitional Justice & Truth Commissions</i> Jamie Rowen, J.D., Ph.D., Professor of Criminology, Centre for Criminology & Sociolegal Studies, University of Toronto</p> <p><i>Field Trip: Record Clearance Project Hearings (3-5 p.m.)</i></p>
	11/20	<p><i>Courts in International Contexts: Transitional Justice, International Criminal Justice & Truth Commissions</i> Readings TBA</p>
14.	11/27	Thanksgiving Holiday
15.	12/4	<i>Final Paper Presentations</i>
Final	12/18	2:45 – 5:00 - Final Exam Period Upload Final Paper to Canvas by 5:00 p.m. 12/18