Description

The purpose of this course is to explore the meaning of community, especially as it relates to the American community as a whole and to communities within the United States, and the relation of law to community. The class will focus on the development and functioning of these communities, those included and excluded from the communities, the relationship with and obligation to community, and the practice of law within the community. We will read three memoirs/biographies of contemporary Americans involved in the law that offer a variety of racial, ethnic, class and gender perspectives on communities and the law. Each of these books is recommended reading by the Law School Admission Council. We will also read articles about Asian Americans and play an elaborate role-playing game about the Cherokee nation.

As we read the texts, we will consider such questions as:

1. How do we define community or communities in America? What are the bases for our definitions?
2. What rights, responsibilities and laws shape our sense of community?
3. How does our idea of community influence our sense of individual identity, our relationship to others, our formation of laws, and our relationship to the natural world?
4. Who is included or excluded from the community? Why? Does race, ethnicity, gender, social or economic status, profession, political or religious belief, or ethical stance influence the selection?
5. How does decision making occur in the community? Who gets to make the decisions? Why? Are individual or community needs more important?
6. Does geographical location affect perception of community? Why or why not?
7. How do the different styles, voices, purposes and audiences of American memoirs and biographies shape the reader’s understanding of community? of law? of American beliefs and character? of ourselves?
Required Texts (in order of reading)


Assignments

library assignments, 5 total worth 2 points each 10 points
in-class essay examination 20
Marshall paper 10
African-American and Asian-American essay 20
reacting game-written (assignments vary but includes quiz) oral (speeches, participation in debate) 30 10

100 total

No late work will be accepted without approval before due date.

Up to three extra credit (CR) points may be earned by attendance at LEAP and specified university events.

Learning Objectives

1. Fostering a critical understanding of beliefs about community-building, rights and responsibilities, and the legal system in America from a humanities perspective
2. Learning to succeed in university classes through networking with students, faculty and peer advisors
3. Adapting to the university environment by active participation in a learning community composed of first-year students entering the university who are interested in the legal profession
4. Discovering ways to integrate ideas among classes rather than seeing classes as separate, non-related entities
5. Preparing for law school by
   a. Acquiring knowledge of library technologies
      1. by participating in a sequence of library instructional classes designed for first-year students
2. by learning appropriate search strategies in appropriate databases
3. by researching databases for appropriate sources for specific assignment
4. by learning to evaluate information sources

b. Developing written and oral communication skills through informal writings and formal essays
   1. by completing sequenced assignments of increasing difficulty
   2. by producing specific types of writing, e.g., comparison/contrast, critical analysis, speeches
   3. by participating in class and small group discussions
   4. by learning to identify and use effective strategies for oral presentations and written assignments
   5. by understanding the appropriate use of intellectual property

c. Developing critical thinking skills
   1. by learning how to read for main ideas
   2. by discovering the best note taking style
   3. by reading with an open mind to weigh and evaluate ideas
   4. by reading to discover the assumptions upon which ideas are based and the consequences of such ideas
   5. by examining the arguments of the opposition and the weaknesses of one’s own argument

d. Learning to work effectively in groups
   1. by negotiating tasks within groups
   2. by completing group research
   3. by planning and executing effective group presentations

Reading Schedule

Reading must be completed before the class session on the date indicated. Students should come to class having read the material carefully, written down the most important ideas and questions about the reading, and prepared to discuss the assignment. As part of a learning community, each student has an obligation to the other students to be well prepared, to contribute to class discussion, and to help in the learning of the group. Students are expected to spend two hours studying for every hour spent in class.

Week beginning:

Aug. 20   M Introduction  W Turow IX-39  F Turow 39-76

Aug. 27   M Turow 76-111  W Read Turow 111-148 F Turow 148-187

Sept. 3    M Labor Day Holiday  W Turow 187-223. First library visit. F Turow 223-259
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>Oct. 8</td>
<td>Fall Break</td>
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<tr>
<td>Oct. 22</td>
<td>M Fourth library visit.. Williams 296-331 W Williams 332-373 F Williams 374-412.</td>
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<tr>
<td>Nov. 5</td>
<td>M Fifth library visit. Wu 213-232 W Wu 35-54 F Wu.</td>
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<td>Nov. 12</td>
<td>M Perdue, chapter 1; Ridge’s letter to Albert Gallatin; and Boudinot’s <em>An Address to the Whites</em> Fifth library assignment due. W Perdue, chapter 2; remainder of primary documents. F Asian and African American essay due. Read de Tocqueville, Story and Kent and game packet. Roles will be distributed.</td>
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<td>Nov. 26</td>
<td>M Hermitage debate (cont.) and Red Clay debate begins W Hermitage debate assignments due and 1st Constituency reports due. Red Clay debate (cont.) F Red Clay debate (cont.) Ross faction publishes <em>Phoenix</em>; Ridge faction publishes pamphlet.</td>
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<tr>
<td>Dec. 3</td>
<td>M Red Clay Conference (cont.) W Red Clay Conference.</td>
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<td>Dec. 11</td>
<td>In place of final exam, meet 8-10 a.m. to finish game. 2nd Constituency reports due.</td>
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Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Students should read the Code carefully and know they are responsible for the content.

University Information and Policies

1. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

2. The University Writing Center is a free service available for all students of the University of Utah. It provides one-on-one assistance for all stages of the writing process, from generating ideas for topics, to improving analysis and clarity, to polishing finished drafts. The Center’s staff are trained to work with student writers from first semester freshmen through graduate school, and writers of all levels of ability are welcome. To schedule an appointment, call 801-587-9122 or stop by Marriott Library, Second Floor to schedule an appointment.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135
Wellness Statement

Central to this course is a broad concept of health and wellness. I believe that your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructors before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

LGBTQ Resource Center

The U of Utah has an LGBTQ Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let us know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language.

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let us know if there is any additional support you would like to discuss for this class.