



# UNIVERSITY OF CALGARY

Faculty of Arts  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

## LWSO 203 Introduction to Legal Knowledge

- |               |                       |           |
|---------------|-----------------------|-----------|
| • Winter 2019 | • M/W/F 10:00 - 10:50 | • ENA 201 |
|---------------|-----------------------|-----------|

**Instructor:** Sasha Reid, M.A., PhD Candidate

**Office:** SS 1004

**Email:** [sasha.reid@ucalgary.ca](mailto:sasha.reid@ucalgary.ca)

**Office Hours:** T/TR: 11:00pm – 1:00pm

**Teaching Assistant:** Alexander Van Olm

**TA Email:** [acvanolm@ucalgary.ca](mailto:acvanolm@ucalgary.ca)

**TA Office Hours:** by appointment

### Course Description

This course examines the philosophy and science of law as tools of social engineering. Students will be introduced to tort, contract, property, criminal, civil, and constitutional law and will review different schools of thought and legal movements specific to these areas of law. Current legal developments (including decided Canadian cases) will be covered to illustrate how concepts such as risk, negligence, neighbor principle, contractual obligations, offer and acceptance, consideration, remedies and punishment play out in contemporary Canadian society.

### Course Objectives/Learning Outcomes

This class was conceived as an immersive, dynamic, and interactive experience with the goal of preparing students to respond creatively to the pressures that will be placed on the process and philosophy of law and lawyering in the future. This class takes the position that one must obtain a broad consciousness of law in order to better understand the relationship between law, authority and power, law and reason and the nature of politics in both ancient and modern understandings. Consequently, this course selects a case studies approach as its tool and adopts integrative learning strategies to encourage students to develop a historical conscientiousness of the western legal process, tradition, and philosophy.

## Required Textbooks, Readings, Materials

- There is no required textbook
- All readings for this course will be uploaded on to D2L.
- Case videos will be posted each week as well.

## Tentative Course Schedule

<b>Week 1.</b> Welcome	January 6 - 12
------------------------	----------------

**Monday:** No Class

**Wednesday:** No Class

**Friday:** Introductions and Syllabus Overview

<b>Week 2.</b> The Role of Police, the Courts, and The Case of the Menendez Brothers	January 13- 19
--	----------------

**Monday:** Police Protocol

**Wednesday:** Mitigating Circumstances (special focus on child abuse)

**Friday:** Political Collusion

<b>Week 3.</b> Criminal Law and the Case of the West Memphis 3	January 20 -26
--	----------------

**Monday:** Satanic Panic, Police Ethics, and Polygraphs

**Wednesday:** Tunnel Vision and False Confessions (special focus on intellectual disabled youth)

**Friday:** Wrongful Convictions and the Alford Plea

<b>Week 4.</b> Criminal Law and the Laci Peterson Case	January 27 – February 2
--	-------------------------

**Monday:** Motive, Method, and Means: The Relevance to Criminal Investigations

**Wednesday:** Fetal Homicide Law and the Unborn Victims of Violence Act

**Friday:** Appeals for Death Row Inmates and the Right to Adequate Representation

<b>Week 5.</b> Juvenile Justice and the Case of the Central Park 5	February 3 - 9
--	----------------

**Monday:** Prejudice, Offender Apprehension (focus on “carding”), and Interrogating Juveniles in The Absence of a Parent/Guardian

**Wednesday:** Gangs, Tough on Crime Legislation, and the Problem of Black “Inherent Criminality.”

**Friday:** Race, Law, and Bias on the Juries

<b>Week 6.</b> The Role of Juries and The Case of Colton Bushie	February 10 - 16
---	------------------

**Monday:** Preemptory Exclusions and Threats to the Democratic Nature of Law

**Wednesday:** Test 1 Review

**Friday:** Test 1

<b>Week 7 Reading Week</b>	February 17 - 23
----------------------------	------------------

<b>Week 8.</b> Criminal Law and the Case of Gary Ridgway	February 24 – March 2
--	-----------------------

**Monday:** Criminal Profiling and the Investigative Issues Inherent in Complex Cases

**Wednesday:** Mentally Ill Offenders and Sentencing, A Focus on Psychopathy and Sentencing

**Friday:** The Victimization of Marginalized Groups and the Case for the Decriminalization of Sex Work

**Week 9.** Civil Law and the McMartin Preschool Trial March 3 - 9

**Monday:** The Publication of Private Materials

**Wednesday:** Reputation, Slander, and Punitive Damages

**Friday:** An Expectation of the Right to Privacy

**Week 10.** Constitutional Law and the Case of Amanda Knox March 10 - 16

**Monday:** Constitutional Violations and the Criminalization of Female Sexuality

**Wednesday:** The Right to a Fair Trial and the Role of the Media, First Amendment Challenges

**Friday:** Extradition Laws, Son of Sam Law, and Double Jeopardy

**Week 11.** Legal Modernization and the Case of Steven Avery March 17 - 23

**Monday:** The Role of the Media in Advancing Criminal Cases

**Wednesday:** Prosecutorial Misconduct and the Role of the Media

**Friday:** Modern Technologies that Assist in Crime Solution (i.e. Forensics).

**Week 12.** Legal Modernization and the Case of the Golden State Killer March 24 – 30

**Monday:** The Ethics of Modern Technologies for Criminal Investigations

**Wednesday: Test Review**

**Friday: Test 2**

**Week 13.** Legal Modernization, Cyberbullying, and the Case of Amanda Todd March 31 – April 6

**Monday:** Online Bullying and Harassment

**Wednesday:** Anti-cyberbullying law, Bill C-13

**Friday:** Privacy Rights

**Week 14.** Mentally Ill Juvenile Offenders, Sentencing, and the Case of Slender Man April 7 - 13

**Monday:** Mind, Morality, and Mens Rea

**Wednesday:** Life Without Parole for Juvenile Offenders (Determinism and Ethics)

**Friday:** Children's Online Privacy Protection Act (**Thought Paper Due**)

### TENTATIVE READING LIST

**Week 1.** Welcome January 6 - 12

**No Readings**

**Week 2.** The Role of Police, the Courts, and The Case of the Menendez Brothers January 13- 19

- Stacy, B. (1996). Lawyers' Work in the Menendez Brothers' Murder Trial. *Issues in Applied Linguistics*, 7(1), 19 – 32
  
- Their Brutal Crime Horrified The Nation Nearly 30 Years Ago. Now The Menendez Brothers Have Been Reunited. Retrieved from:  
<https://www.washingtonpost.com/news/retropolis/wp/2018/04/06/their-brutal-crime-horrified-the-nation-nearly-30-years-ago-now-the-menendez-brothers-have-been->

[reunited/?noredirect=on&utm\\_term=.798f85e11ea9](https://www.tjls.edu/the-jeffersonian/news/2011/09/west-memphis-three-and-their-alford-plea)

**Week 3. Criminal Law and the Case of the West Memphis 3** January 20 -26

- Stidham, D., Fitzgerald, H., & Baldwin, J. (2012). *Satanic Panic and Defending the West Memphis Three: How Cultural Differences Can Play a Major Role in Criminal Cases*. The University of Memphis Law Review, 42(4), 1061.
- The West Memphis Three and Their Alford Plea. Retrieved from: <https://www.tjls.edu/the-jeffersonian/news/2011/09/west-memphis-three-and-their-alford-plea>

**Week 4. Criminal Law and the Laci Peterson Case** January 27 – February 2

- The Laci Peterson Case: Legal Q & A. Retrieved from: <https://www.cbsnews.com/news/the-laci-peterson-case-legal-q-a/>
- Walker, A. (2009). From State of California V. Scott Peterson To State of Utah V Mark Hacking Will More States Adopt Fetal Protection Laws? *American University Criminal Law Brief*, 4(2), 46-59

**Week 5. Race, Justice, and the Case of the Central Park 5** February 3 - 9

- The Central Park Five. Retrieved from: [www.nydailynews.com/services/central-park-five](http://www.nydailynews.com/services/central-park-five)
- Byfield, N. P. (2014). *Race, Media and the Central Park Jogger Story*. Temple University Press.
- Stratton, G. (2015). Transforming the Central Park jogger into the Central Park Five: Shifting narratives of innocence and changing media discourse in the attack on the Central Park jogger, 1989–2014. *Crime, Media, Culture*, 11(3), 281–297.

**Week 6. The Role of Juries and The Case of Colton Bushie** February 10 - 16

- Colten Boushie and beyond: A primer on the aftermath of Gerald Stanley's acquittal. Retrieved from: <https://www.theglobeandmail.com/news/national/colten-boushie-gerald-stanley-explainer/article37938180/>
- The Urgent Need to Reform Jury Selection after the Gerald Stanley and Colten Boushie Case. Retrieved from: <https://www.law.utoronto.ca/blog/faculty/urgent-need-reform-jury-selection-after-gerald-stanley-and-colten-boushie-case>

**Week 7. Reading Week** February 17 - 23

- **No Readings**

**Week 8. Criminal Law and the Case of Gary Ridgway** February 24 – March 2

- Lee, J., & Reid, S. (2018). Serial Killers & Their Easy Prey. *Contexts*, 17(2), 46–51.
- Green River Killer Case. Retrieved from: [www.adamhigginbotham.com/Archive/Writing\\_files/green%20river.pdf](http://www.adamhigginbotham.com/Archive/Writing_files/green%20river.pdf)

- Physical Evidence. Retrieved from:  
<https://fl01000126.schoolwires.net/cms/lib/FL01000126/Centricity/Domain/250/Chapter%203%20Forensic%20Science.pdf>

<b>Week 9.</b> Civil Law and the McMartin Preschool Trial	March 3 - 9
---	-------------

- New York Times Company v. United States. Retrieved from:  
<https://www.oyez.org/cases/1970/1873>
- Fukurai, H., Butler, E. W., & Krooth, R. (1994). Sociologists in Action: The McMartin Sexual Abuse Case, Litigation, Justice, and Mass Hysteria. *The American Sociologist*. 44 - 69.

<b>Week 10.</b> Constitutional Law and the Case of Amanda Knox	March 10 - 16
--	---------------

- Does the Constitution protect Amanda Knox from a murder retrial?. Retrieved from:  
<https://constitutioncenter.org/blog/does-the-constitution-protect-amanda-knox-from-a-murder-retrial/>
- Gill, P. (2016). Analysis and implications of the miscarriages of justice of Amanda Knox and Raffaele Sollecito. *Forensic Science International: Genetics*, 23, 9–18.

<b>Week 11.</b> Legal Modernization and the Case of Steven Avery	March 17 - 23
--	---------------

- The media's complicated role in Making a Murderer. Retrieved from:  
[https://www.cjr.org/analysis/making\\_a\\_murderer\\_steven\\_avery.php](https://www.cjr.org/analysis/making_a_murderer_steven_avery.php)
- Rodriguez, L., Agtarap, S., Boals, A., Kearns, N. T., & Bedford, L. (2018). Making a biased jury decision: Using the Steven Avery murder case to investigate potential influences in jury decision-making. *Psychology of Popular Media Culture*.

<b>Week 13.</b> Legal Modernization, Cyberbullying, and the Case of Amanda Todd	March 31 – April 6
---	--------------------

- Cyberbullying bill C-13 moves on despite Supreme Court decision. Retrieved from:  
<https://www.theglobeandmail.com/news/politics/cyberbullying-bill-c-13-moves-on-despite-supreme-court-decision/article20885941/>
- Williams, J. L. (2011). Teens, Sexts & Cyberspace: The Constitutional Implications of Current Sexting & Cyberbullying Laws. Wm. & Mary Bill Rts. J.

<b>Week 14.</b> Mentally Ill Juvenile Offenders, Sentencing, and the Case of Slender Man	April 7 - 13
--	--------------

- "Judge says keeping Slender Man case in adult court will prevent repeat of crime." Wisconsin Law Journal, 10 Aug. 2015. Academic OneFile,  
[http://link.galegroup.com/myaccess.library.utoronto.ca/apps/doc/A425327002/AONE?u=utoronto\\_main&sid=AONE&xid=d2e5b749](http://link.galegroup.com/myaccess.library.utoronto.ca/apps/doc/A425327002/AONE?u=utoronto_main&sid=AONE&xid=d2e5b749)
- Slender Man case: girl who attacked classmate gets 25-year hospital sentence. Retrieved from:  
<https://www.theguardian.com/us-news/2017/dec/21/slender-man-case-anissa-weier-sentenced>

## Methods of Evaluation

### 1. **Critical Commentaries (15%) | Due: Throughout the Semester**

You are required to submit to D2L six (6) 400-700-word (approx.) commentaries of what you learned over a particular week. The commentaries should not be a summary of what you learned but rather, an integrated synthesis of thoughts, ideas, and critical concepts that you were introduced to and continued to ponder over the course of the week. Submissions are due throughout the semester. You will choose which weeks to submit a commentary for and it is the responsibility of the student to ensure that they have submitted a total of 6 commentaries by the end of the term. Each submission accounts for 2.5% of your final grade. Commentaries will be graded on the following: depth of reflection, connections to real world cases, ability to provide sources for additional information provided, and the overall quality of the writing.

### 2. **Test 1 (25%)**

Test 1 is worth 25 % of your final grade. It will be short answer. The test will cover material from the readings, videos, lectures, online material, tutorials, and class discussion. Test 1 will include material covered from weeks 1 – 5. For this test, you should know the following material:

- Police Protocol
- Mitigating Circumstances (special focus on child abuse)
- Political Collusion
- Satanic Panic and Police Ethics, and Polygraphs
- Tunnel Vision and False Confessions (special focus on intellectual disabled youth)
- Wrongful Convictions and the Alford Plea
- Motive, Method, and Means: The Relevance to Criminal Investigations
- Fetal Homicide Law and the Unborn Victims of Violence Act
- Appeals for Death Row Inmates and the Right to Adequate Representation
- Prejudice, Offender Apprehension (focus on “carding”), and Interrogating Juveniles in The Absence of a Parent/Guardian
- Gangs, Tough on Crime Legislation, and the Problem of Black “Inherent Criminality.”

This test will be distributed during regularly scheduled class time. Students who miss the test due to medical emergencies but provide documentation for their absence may take a makeup test the following Tuesday. Please email the TA or instructor for details.

### 3. **Test 2 (30%)**

Test 2 is worth 30 % of your final grade. It is not cumulative. It will be comprised of short answers. The test will cover material from the readings, videos, lectures, online material, tutorials, and class discussion. Test 2 will include material covered from weeks 8 – 12. For this test, you should be know the following material:

- Race, Law, and Bias on the Juries
- Preemptory Exclusions and Threats to the Democratic Nature of Law
- Criminal Profiling and the Investigative Issues Inherent in Complex Cases
- Mentally Ill Offenders and Sentencing, A Focus on Psychopathy and Sentencing
- The Victimization of Marginalized Groups and the Case for the Decriminalization of Sex

#### Work

- The Publication of Classified Materials
- First Amendment Challenges
- The Issue with Vague Wording
- The Right to a Fair Trial and the Role of Prosecutors
- The Right to a Fair Trial and the Role of the Media
- Extradition Laws and Son of Sam Law
- The Role of the Media in Advancing Criminal Cases
- Juror Misconduct and the Role of the Media

This test will be distributed during regularly scheduled class time. Students who miss the test to medical emergencies but provide documentation for their absence may take a makeup test the following Tuesday. Please email the TA or instructor for details.

#### 4. Thought Paper (30%)

The purpose of this paper is to engage critically and philosophically with the topic of your choice. You could offer a question, a criticism or a problem, or offer an alternative interpretation of the topic covered. Additional instructions will be provided in class. Please note: This paper is to be a minimum of five pages (double spaced) but no longer than six pages. The paper must follow conventional essay format and use APA citations. For citation instructions please see: <https://library.ucalgary.ca/c.php?g=664585&p=4671793>. This paper will be due in the last day of class. Students will hand the paper in electronically, to D2L.

Note: While it is not necessary to pass all components, students must complete all assignments to pass the class.

#### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

### **Grade Reappraisal**

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

### **Technology Use**

Please be sure to mute your cell phone and refrain from using it during class.

### **Email**

Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within two business days. Emails will not be answered over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first.

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at ICT – Food Court.

### **Handing in Papers, Assignments**

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

**Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Final grades are not posted by the Sociology Department. They are only available online.

### **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Academic Misconduct**

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **Academic Misconduct**

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>



### **Absences and Deferrals**

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

### **Deferred Term Work Form:**

Deferral of term work past the end of a term also requires a form to be filled out. It's available at [https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### **Student Representation**

The 2018-19 Students' Union VP Academic is Jessica Revington ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University- related matters: <http://www.ucalgary.ca/ombuds/contact>

### **Safewalk**

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Student Resources**

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)