



The University of Western Ontario

**SOCIOLOGY 3260B - 001**

**Sociology of Law**

**Winter 2023**

**Wednesday 9:30-12:30, KB-K106**

**In-Person**

**Instructor:** Dr. Ballucci, Assistant Professor

**Office Hours:** Tues 12:30-1:30 or Via Zoom  
**Department of Sociology, Office:** SSC #5403

**Email:** dballucc@uwo.ca

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### **Course Description:**

An analysis of the legal institutions and processes in contemporary society. This course is designed to introduce students to the broad ranging field of law and society. Our focus is to challenge how people ordinarily understand law by beginning to think about law outside the box of legal logic. This course will introduce students to different ways of thinking about law as a social phenomenon, as well as some of the main themes and debates that characterize the field of law and society today. Themes addressed may include law and social control, law and culture, law and knowledge, law and violence, law and governance, law and diversity, and law and social change. Students will consider the various ways law gains its meaning and authority from society and the extent to which law shapes society through its regulatory force.

**Prerequisites: 1.0 from: Sociology 1020, 1021E, 1025A/B, 1026F/G, 1027A/B**

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Antirequisite(s):** *The former Sociology 260F/G, and 2260A/B*

### **Course Objectives and Learning Outcomes:**

By the end of this course, students should:

- Distinguish between personal opinion and critical analysis
- Compare and contrast different ways of thinking about the interconnections between law and society
- Describe and challenge the ideal image of Law by looking at the everyday practices and experiences of law
- Identify and describe various social forces that influence, and are influenced by, law
- Identify, define, and illustrate basic concepts of law and society
- Be prepared for Advanced topics in Sociology of Law 4455

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### **Course Material:**

- 1) Calavita, Kitty (2016). *Invitation to Law & Society: An Introduction to the Study of Real Law (second edition)*. Chicago and London: The University of Chicago Press.
- 2) Additional readings will be provided via OWL.

### **Communication:**

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

### ***Office hours:***

Professor Ballucci: I will be available for office hours on Wednesday afternoons between 12:30-2:00, or by appointment. Please email me to secure a time slot so you are not waiting. Also, provide me with some information concerning your questions.

### **How to Contact Me and the Teaching Assistants**

I can be contacted via email at [dballucc@uwo.ca](mailto:dballucc@uwo.ca). The teaching assistant's email will be provided below. Only emails that use proper etiquette will be answered. For example, a salutation is required. "Hello Professor Ballucci, or Dr. Ballucci" is acceptable. "Hey", "Miss", or the absence of a salutation is not acceptable. Also, no texting terminology is acceptable. Lastly, provide me with your name and the course and section you are emailing about. These rules also apply when email teaching assistants. Please do not email me questions about course content or course procedures. I will take time in every class to answer these types of questions. There are, however, two main exceptions to this policy:

1. You are experiencing a personal emergency that I need to know about before the next class.
2. You want to make an appointment to see me.

I will give my best effort to respond to these emails within 24 hours.

Teaching Assistant: Sam Ghebrai's office hours will be by appointment only. The TA can be contacted if you have questions about the Module assignments. BEFORE you contact the TA please carefully read the instructions and information provided concerning the Module. Sam Ghebrai's email is: [sghebrai@uwo.ca](mailto:sghebrai@uwo.ca).

### **Method of Evaluation:**

The evaluation methods described in the course outline are essential requirements for the course.

1. In-Class Assignments: Total worth 40%, (7 x 5.6 %) Dates & topics listed in detailed outline.
2. Mid Term: 25%: March 1, 2023
3. Final Exam: 35%: TBA.

**1. In Class Assignment Philosophical Approach:** Each assignment will allow you to learn about the concepts, theories and challenges in the law and society. The assignments will teach you about the discipline and help you further develop your academic skills. The modules encourage you to reflect and critically engage with the course material. It is important that you cover the required content assigned to

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each module, complete any assigned learning activities, and attend office hours if you have any questions or concerns about the course. (For further details see Appendix)

### **2. Mid Term-Exam (25%): March 1** (you will have 3 hours)

The midterm exam will be given in class and will address all material covered in the class. Mid-term 1 will include material between January 11<sup>th</sup> to February 15<sup>th</sup>. Questions will be based on lectures, readings, films, discussions, and guest lectures. The exam **may** include multiple choice, true and false, matching concept-definitions, fill in the blank questions, and/or short answer questions. The mid-term exam will cover ALL the materials, readings, class discussions and videos assigned and covered in the course.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

### **3. Final Exam: Final Exam (35%): TBA**

The final exam will be given during the formal examination period and may include all material in the course. Questions will be based on lectures, readings, films, discussions, and guest lectures. The exam **may** include multiple choice, true and false, matching concept-definitions, fill in the blank, and/or short answer questions. The final examination period is April 13-30. Students are advised NOT to make travel commitments during this time period. Please note that: students are expected to write their examinations in an honest and straightforward manner; students who do not write the final exam will fail the course; only students with proper documentation will be allowed to write a make-up exam. The final exam will cover ALL the materials, readings, class discussions, and videos assigned and covered in the course throughout the term.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. There will be no electronic devices allowed during tests and examinations.

**Bonus Grades:** From time to time, I may provide opportunities for bonus marks. I may offer these on days with low attendance, either at the start or end of each class.

### **Contingency plan for an in-person class pivoting to 100% online learning:**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

### **Student Absences:**

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

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### *Assessments worth less than 10% of the overall course grade:*

For work worth less than 10% of the total course grade, specifically the in class critical reflections, students are permitted to miss 1 assignment WITHOUT penalty. If students miss more than one, they will receive a 0 on the following missed assignments. The purpose of the protocol is because these assignments are designed to be completed in class and are facilitated through class discussions. However, there are some extreme circumstances that we may accommodate for. These decisions will be made on a case-to-case basis. In these cases, please contact Dr. Ballucci or the TA. Exceptions will be made ONLY for extreme cases. Importantly, however, the missed critical reflection does not exclude the student from being responsible to know the assignment material. All the information from every critical reflection is eligible for the mid-term and final exams. If students complete all the critical reflections their lowest grade will be dropped.

### *Assessments worth 10% or more of the overall course grade:*

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

In the case of the submitted assignments extension may be provided. For the mid-term and final exams ONE make-up date will be given. There will not be the opportunity to reweigh your exams.

### **Absences from Final Examinations:**

Students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. Academic Counselling will determine eligibility to write a Special Examination.

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**\*Note:** missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

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## Course Schedule and Readings

NOTE: The instructor reserves the right to change the course outline. The students will be given sufficient advanced notice of any changes should they arise.

### Week 1: Jan 11

#### **Course Introduction and expectations**

Overview of the course, evaluation methods, course policies and expectations.

### **Part I: Some Foundations**

### Week 2: Jan 18

#### **Introduction to Law (and its image) and Law-Making**

Vago, S. and Nelson, A. 2009. *Law and Society 4th Edition*, pp. 8-10, 62-66, 118-130, Toronto: Pearson Canada.

#### **\*Module/In-class Assignment 1**

### Week 3: Jan 25

#### **Moving Beyond Legal Logic/Reasoning**

Calavita, Kitty. 2010. 'Introduction' in *An Invitation to Law and Society*, (Chapter 1) pp. 1-10. Chicago and London: The University of Chicago Press

Roach Anleau, Sharyn 2010. 'Introduction: The Meanings of Law' in *Law and Social Change*, pp. 7-13. London: Sage Publications.

#### **\*Module/In-class assignment 2**

### Week 4: Feb 1

#### **Introducing Society: Some Schools of Thought**

Calavita, Kitty. 2010. 'Types of Society, Types of Law' in *An Invitation to Law and Society* (Chapter 2) pp. 11-31. Chicago and London: The University of Chicago Press.

Vago, S. and Nelson, A. 2009. *Law and Society (3<sup>rd</sup> Edition)*, pp. 19-21. Toronto: Pearson Canada

### Week 5: Feb 8

#### **Law Everywhere**

Calavita, K. 2010. 'Law in the Everyday, Everywhere' in *An Invitation to Law and Society*, (Chapter 3) pp. 37-58. Chicago and London: The University of Chicago Press.

Ewick, P. and Silbey, S. 1998. *The Common Place of Law*, pp. 15-32. University of Chicago Press.

#### **\*Module/In-class assignment 3**

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### **Week 6: Feb 15 Film**

We will watch a film/documentary. A module will be completed this day. *Attendance for the entire class is mandatory.* Attendance will be taken at the beginning and end of class.

**\*Module/In-class assignment 4**

### **Week 7: Feb 22**

**\*Reading Week \* NO CLASSES**

### **Week 8: March 1**

**\*Mid Term Exam\***

## **Part II: Introducing Law and Society**

### **Week 9: March 8**

#### **Law, Race and Ethnicity**

Calavita, K. 2010. 'The Colour of Law' in *An Invitation to Law and Society*, (Chapter 4) pp. 59--85, Chicago and London: The University of Chicago Press.

Lindberg, T. 2011. 'What Do You Call an Indian Woman with a Law Degree? Nine Aboriginal Women at the University of Saskatchewan College of Law Speak Out' in Kimmel et al (Eds.), *The Gendered Society Reader*, pp. 301-335.. Oxford: Oxford University Press.

**\*Module/In-class assignment 6**

### **Week 10: March 15**

#### **Legal pluralism**

Calavita, K. 2010. 'Many Laws, Many Orders' in *An Invitation to Law and Society*, (Chapter 5) pp. 85-110, Chicago and London: The University of Chicago Press.

**\*Module/In-class assignment 6**

### **Week 11: March 22**

#### **Law on the Books vs Law in Action**

Calavita, K. 2010. 'The Talk versus the Walk of Law' in *An Invitation to Law and Society*, (Chapter 6) pp. 109-134, Chicago and London: The University of Chicago Press.

Ranasinghe, P. and Valverde, M. 2006. Governing Homelessness through Land-Use: A Socio-Legal Study of the Toronto Shelter Zoning By-Law. *The Canadian Journal of Sociology*, 31(3): 325-349.

**\*Module/In-class assignment 7**

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### Week 12: March 29

#### **Law and Social Change and Reflections**

Calavita, K. 2010. 'Law and Social Justice' in *An Invitation to Law and Society*, (Chapter 7) pp. 135-171, Chicago and London: The University of Chicago Press.

Calavita, K. 2010. 'Reflecting on Law's Image' in *An Invitation to Law and Society*, (Chapter 8) pp. 17-188, Chicago and London: The University of Chicago Press.

### Week 13: April 5

#### **Conclusions**

Calavita, K. 2010. 'Conclusion' in *An Invitation to Law and Society*, (Chapter 9) pp. 189-196, Chicago and London: The University of Chicago Press.

### **Additional Important Information**

#### **How to get important information:**

All relevant course material will be available in the course outline and in class. Course announcements and information may also be sent to your western email account.

#### **Approach and Expectations**

The learning outcomes will be achieved through lectures, readings, class discussions and activities, multimedia clips, written and collaborative work, and exams. Students are expected to:

- Attend **all** classes;
- Read any required readings **before** class;
- Participate actively and thoughtfully in class discussions and group assignments (treat others with respect);
- Make notes on class content and identify questions as they arise during the process of reading required texts;
- Keep all rough work (notes, drafts, etc.) until their final marks have been officially recorded and be able to supply this rough work if requested by the course instructor;
- Keep an electronic copy of any paper or written commentary that is submitted in this course. The instructor may verify any written work using anti-plagiarism software (e.g., Turnitin.com);
- Contact Dr. Ballucci with any problems that may arise during the semester.
- **Turn off all handheld electronic devices in class and refrain from using cell phones, messenger, Facebook, and other social networking tools during class time;**

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## Important Policies

**Academic Consideration for Missed Work:** Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

Western's policy on Accommodation for Medical Illness can be found at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). The student medical certificate is available at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

**Religious Accommodation:** When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

**Accessibility Options:** Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#). Information regarding accommodation of exams is available on the Registrar's website: [www.registrar.uwo.ca/academics/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/academics/examinations/accommodated_exams.html)

**Scholastic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**A Note on Plagiarism:** Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks



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where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

**Mental Health:** Students who are in emotional/mental distress should refer to Mental Health@Western ([www.uwo.ca/health/mental\\_wellbeing/index.html](http://www.uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help. Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](http://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Policies for Assignment Deadlines:**

All assignments are due on the dates noted. Late course work will only be accepted without penalty with appropriate documentation that has been approved by the Academic Counseling office. Coursework received after the due date will have their grade reduced by a rate of 5% per day (including weekends). If an assignment is due at the end of a morning class (12:30) it will be considered one day late any time after 12:30 p.m. the following day).

### **Policy on Laptops and other Electronics/Phones in Class:**

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

## Appendices

### Appendix 1: In-Class Assignments

#### Modules and Participation and in Class Assignments

Throughout the year, we will complete a number of modules in class. These tasks do not require any extra preparation other than what is reasonably required for any class (e.g. attendance, familiarity with the required weekly texts/articles, group work, etc.). The modules may include, but are not limited to, individual or collaborative short writing assignments, pop-quizzes, and/or topic-specific individual or group projects/exercises.

For group assignments the maximum amount of students is 5. For assessment purposes, I may randomly take attendance and/or randomly assign in-class assignments. Attendance is mandatory for participation and all in-class modules. Some of these assignments will include a written component that may or may not be graded. ALL written modules are to be completed in full sentences with a consideration for spelling and grammar.

**FREEBIE & NO MAKE-UPS.** As demonstrated in the evaluation breakdown, we will conduct a minimum of 7 modules, of these, 6 will be counted towards your final grade for this component . This means that each of you can miss **1 class assignment** *without* penalty. In other words you all get a FREEBIE. You can choose to miss one activity for any reason you wish. This FREEBIE is meant to be used if you are sick, have car trouble, or sport meets.

If you miss more than one there will be **NO opportunity** (bar extreme circumstances) to do a make-up assignment of any kind. Think about it like this: you have 1 paid vacation day, any other days missed will cost you – not in terms of salary but grades. Each assignment will be graded out of 5 points. The quality of your assignment will be assessed based on how well you integrated the course material and complete the assignment along with grammar and writing. You are not to complete assignments in point form.

Please submit your assignment through OWL under the appropriate module title. Save your file with your name. Be sure to list the names and Id's of each of the group participants.

#### **\*How to complete the Modules\***

First, to prepare, each student will complete the assigned readings and read or watch any additional materials provided. All links and assignments will be made available through OWL and below in the detailed course outline. Part of working in groups, and the purpose of the module assignments, are to create a virtual community for you to explore, discuss, and engage in your ideas and perspectives.

As mentioned, the goal is to simulate the classroom setting on a smaller scale. To do this, you are required to discuss your ideas and complete the assignment as a group. Meet at least once to discuss the module and then you can divide up work. Meeting one is intended to generate discussion and provide the venue for completing the assignments. It is expected that all group members complete the same amount of intellectual and written work. This means, each of you should offer ideas and suggestions during meeting

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one. This requires that you not only read and watch the materials but also think about them prior to meeting with your group. Although the plan is to provide all members of a group with one grade, I reserve the right to give individual grades if there is sufficient proof that the students did not contribute equally. In these cases, I will have a one-on-one interview with the student and ask questions concerning the material and request proof of their work. Therefore, it is important to document and save your work for the entire term.

All materials assigned for each module must be used in the assignment. Since the ideas and literature used from the course are required to complete the assignments, you must reference them in your module response. Each module submission should contain a reference list/page. You are welcome to, and at some points may be required, to use additional sources outside of the course. In such cases, these must also be referenced. If you use examples that you find from additional articles, news stories online etc. they too should be referenced. As for reference style, you are welcome to use the one you are most familiar with as long as you are consistent throughout each module assignment. **Each module must be treated as a formal essay. Make time to review the entire assignment and edit to so that your responses flow. This is VERY important, papers that do not flow are not clear. In working in groups, the differences in groups writing style can impact on the clarity of the work. For this reason, please make extra time edit and review to make responses clear, coherent and logical. This is a grading criterion.**

Also, each module should have the names and student numbers of each person in the group.

Your responses DO NOT need to follow one specific format; but to achieve a good grade they must be written clearly, and in a formal and professional manner. I do not demand one specific format to encourage students to develop their own writing style, but this does not detract from the quality required to complete these assignments. Your grade will be derived from the quality of your argument and how well you articulate and tie together your ideas. There is no one format required besides a strong paper that uses, and references class material. This is done so that as a team you can build and integrate your different writing styles and idea.

**IMPORTANT:** Please submit your assignment via OWL. Each file should contain the names and ID numbers of each group member. The file should be saved as: **MOD #\_** and the last name of one of the member uploading the module assignment. In the document all names and ID's of each group member must be listed to receive credit for your work.

### **Appendix 2: Reading and Note Taking**

#### **READING LAW**

#### **Mechanics of reading and note taking:**

Read the text and make notes (on a separate piece of paper) indicating what seem like the most important parts of the text. When you have gone through the text once, go back and take notes in outline form, by paraphrasing sentences or paragraphs until you have reduced the many pages of text to a few pages in your own words. (Make sure to keep an accurate citation to the work so that any future use of these notes and paraphrases can be appropriately cited.) Do not rely on underlining. Do not rely on

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highlighting. To “know” a text, you need to convert it into your own words and phrases and claims. The text needs to be processed several different ways. Underlining does not help you learn the material.

### **Analytical Reading:**

- a.** Classify the book or article according to kind and subject matter. Into what paradigm or research program (genre) does that work fit? What is the piece about as a whole?
- b.** Define the specific problem or problems the author has tried to address. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
- c.** A theoretical statement proposes a relationship between elements of a process. What theoretical statements does the author make?
- d.** What are the concepts and variables used? Become familiar with the author by defining key words. Know the details of the argument.
- e.** How does the author’s argument / position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
- f.** What normative statements (value judgments) does the author make? What values does the author assume readers will share? What assumptions does the author make that may be contestable?
- g.** What is the author’s methodology? What constitutes data in this reading? Know the author’s arguments by finding them in, or constructing them out of, sequences of sentences.
- h.** Determine which of the problems the author has solved and which she has not; and of those not solved, decide which the author knows he has failed to solve. If you disagree with the author, on what basis do you disagree? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the data (both that presented by the author and other data in the field) support the argument?