FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Sociology

College Arts & Letters
*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 9-14-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix SYP **Number** 3540	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Law, Power and Society

Credits *(See Definition of a Credit Hour)*: 3

Effective Date *(TERM & YEAR)*: Spring 2027

Grading *(Select One Option)*
- (●) **Regular**
- ( ) **Sat/UnSat**

Course Description *(Syllabus must be attached; see Template and Guidelines)*
This course explores how law shapes daily life and how people shape law, from courts and policing to social norms and inequalities. Students analyze real-world legal issues, engage in discussions about power, law, and inequality, and apply evidence-based research to understand law's impact on society.

Prerequisites, with minimum grade*	**Corequisites**	**Registration Controls** *(Major, College, Level)*
N/A	N/A	None

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course
- [ ] **Yes**
- [x] **No**

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course
PhD in Sociology or related area

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**
W McConnell/wmcconnell@fau.edu/216 990 4398	Political Science (email attached)

Approved by	***Date***
Department Chair	8/26/26
College Curriculum Chair	08/30/2026
College Dean	08/31/2026
UUPC Chair Korey Sorge	9-14-2026
Undergraduate Studies Dean Dan Moeroff	9-14-2026
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

SYP 3540-000

Law, Power and Society

Date: Monday 2:00 PM - 4:50 PM

Building: General Classroom South Boca **Room:** 115

3 Credit(s)

Spring 2027 - 1 Full Term

Instructor Information

Matty Lichtenstein
Email: mlichtenstein@fau.edu

Instructional Method

In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Law, Justice, and Society : A Sociolegal Introduction
ISBN: 9780197619285
Publisher: Oxford University Press C/O INGRAM DISTRIBUTION SOLUTIONS
Edition: 6th

Law, Justice, & Society: Sociolegal Introduction (OOP 01/25)
ISBN: 9780197619261
Publisher: Oxford University Press C/O INGRAM DISTRIBUTION SOLUTIONS
Edition: 6th

Course Description

This course explores how law shapes daily life and how people shape law, from courts and policing to social norms and inequalities. Students analyze real-world legal issues, engage in discussions about power, law, and inequality, and apply evidence-based research to understand law's impact on society.

Course Objectives/Student Learning Outcomes

- To learn how the law operates beyond courts—influencing our daily lives, workplaces, relationships, and shared public spaces.
- To uncover the powerful ways that everyday actions can reshape the meaning of the law.
- To learn how to use evidence-based research to think critically about law and social policies that impact our daily lived experiences.

Course Evaluation Method

Participation (20%). Class participation constitutes the following: 1) Read all required texts, and ideally take notes so that you can refer to them during class discussions and activities; 2) attend class and engage in class discussions.

In-class assignments (15%). During every class, you will write and submit brief assignments based on the readings. These in-class assignments will be graded; if you lose credit due to errors, you will have the opportunity to revise and resubmit for an improved grade. Four of these assignments will be based not only on the assigned reading, but also on a relevant news article that you will find on your own and upload to "discussions" for the correct week. (See instructions in Assignments tab on Canvas.) I will drop the lowest assignment grade.

Quizzes (20%). Every Monday class (except for the first and final weeks and the week of the midterm), will begin with a quiz on all readings for that week. To do well on the quiz, make sure you know the definitions of any bolded/italicized terms in the Walsh readings, and the basic concepts in any additional readings. I will try to post a quiz guide, with the main terms and concepts you need to know, by Friday afternoon, but it is not guaranteed. I will drop the two lowest quiz grades from your final grade. If you have an unexcused absence, that's an automatic failed quiz. If you want to make up a quiz after an excused absence, you must do so before the quiz is returned, so please coordinate with me via email.

Midterm (20%) – The midterm will take place on March 2, 2026 at 2:00pm in our usual classroom.

Final exam (25%) – The final will take place on Monday May 4, 2026 at 1:15-3:45pm.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out- of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in thegrading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Please contact me at least 24 business hours before the deadline if you believe your assignment will be delayed. If a last-minute emergency occurs, you have up to 24 hours after the due date to provide written documentation that explains the lateness. Unexcused late assignments will result in 50% off your assignment grade. For an excused absence, you can make up the Thursday quiz for full credit if you arrange with me to take it before I return graded quizzes the next class, or you can make it up for partial credit after that. There is no make-up for unexcused absences.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the

instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integr ity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

AI Language Specific To This Course

- AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.
• Establish and enforce reasonable behavior standards in each class.
• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services CAPS)
- FAU Libraries
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)

- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services

The Center for Teaching and Learning (CTL)
The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at **www.fau.edu/ctl**.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561- 297- CAPS.

Course Reading Schedule

Note: All assigned readings, except those in the Walsh et al. textbook, will be posted to the Canvas "Files" tab, under "Course Readings." Note that if the first page of an assigned reading begins in the middle of a paragraph, start from the first titled section on that page; similarly the reading on the last page of the reading ends at the end of the last full paragraph or section on that page.

Module 1: The Meaning of Law

January 12, 2026 – Introduction: What is the law?

- Walsh et al. 2022. *Law, Justice, and Society*, pp. 1-3, 14-27.
- Weber, M. 1958. "Legitimate Authority," in *Economy and Society*, pp. 212-219. (Note: You don't need to read the footnotes; the format is a bit confusing but the long numbered list of footnotes 1-7 on p. 213-215 can be skipped, as can notes 1-2 on p. 216.)

Optional:

- Durkheim, É. 1983. "Crime and Punishment," in *The Division of Labor in Society*, pp. 59–68.

- Kerr, O. 2007. "How to Read a Legal Opinion: A Guide for New Law Students." *The Green Bag* 11(1): 51–63.

January 19, 2026 – FAU closed for President's Day

January 26, 2026: Law in Theory and Practice
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 101-111, 115-118, 166-168, 184.
- Calavita, K. 2016. *Invitation to Law and Society*, pp. 11-36.

February 2, 2026: Law & Society Perspectives
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 30-33, 38-40, 59-64
- Ewick and Silbey. 1998. *The Common Place of Law: Stories from Everyday Life*, pp. 15-23.
- *Listen*: "Life of the Law – Dibs!" Link: https://exchange.prx.org/pieces/95381?m=false

Optional:
- Edelman, L. B. 1992. Legal ambiguity and symbolic structures: Organizational mediation of civil rights law. *American Journal of Sociology*, 97(6):1531–1576

February 9, 2026: Disputes, Rights, and Legal Consciousness
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 64-79.
- Ewick and Silbey. 1998. *The Common Place of Law*, pp. 33-39, 45-49.
- Felstiner, et al. 1980-1. "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming…" *Law and Society Review* 15(3-4): 631-637.

Optional:
- Kafka, "Before the Law." Link: https://www.kafka-online.info/before-the-law.html
- Nielsen, L.B. 2000. "Situating Legal Consciousness: Experiences and Attitudes of Ordinary Citizens about Law and Street Harassment." *Law & Society Review* 34(4): 1055–1090.
- Anderson, C. 2018. *One Person, No Vote: How Voter Suppression Is Destroying Our Democracy*, Chapter 2: "How to Lose Your Right to Vote" (pp. 47–72).
- Young K.M. 2014. Everyone Knows the Game: Legal Consciousness in the Hawaiian Cockfight. *Law & Society Review*, 48(3):499-530.

Module 2: Social Control and Policing

February 16, 2026: Law & Social Control I
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 228-255.
- Jurecic, Q. 2025. "Criminalizing Dissent," *The Atlantic*. Link here.
- Robertson and Bogel. 2025. "Federal authorities target homeless camps in D.C. as Trump's takeover continues," *New York Times*. Link: https://www.nytimes.com/live/2025/08/14/us/trump-news-putin-dc-takeover#dc-homeless-camps-trump

Optional:
- Demsas, J. 2024. "What the Supreme Court Doesn't Get about Homelessness." Link here.
- Stuart, F. 2016. *Down, Out, and Under Arrest*. (Chapter 2).

February 23, 2026: Law & Social Control II
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 258-290.

- Zeitz, J. 2015. “The Making of the Marriage Equality Revolution,” *Politico*. Link: https://www.politico.com/magazine/story/2015/04/gay-marriage-revolution-evan-wolfson-117412/
- *Obergefell v. Hodges (2015) – excerpts*

Optional:
- Calavita, K. 2001.“Blue jeans, Rape, and the “De-constitutive” Power of Law.” *Law & Society Review*, 35(1):89–116

**** March 2, 2026: Midterm****

March 16, 2026: Policing, Courts, and Punishment
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 139-145, 150 (Figure 6.1), 200-222.
- Watch: Kohler-Hausman on “Misdemeanorland.” Link: https://www.youtube.com/watch?v=F6hcAtUFVD0

March 23, 2026: Policing and Crime
- Simon, J. 2007. *Governing Through Crime*, pp. 75-78, 86-110.
- Hinton, E. 2016. “From the War on Crime to the War on Drugs,” in *From the War on Poverty to the War on Crime*, pp. 307-332

Optional:
- Alexander, M. 2011. “The New Jim Crow.” *Ohio State Journal of Criminal Law* 9(1):7-26.
- Reiter, K. “The Most Restrictive Alternative: A Litigation History of Solitary Confinement in U.S. Prisons, 1960–2006.” *Studies in Law, Politics, and Society* 57 (2012): 71–124.
- Kramer and Remster. 2018. “Stop, Frisk, and Assault? Racial Disparities in Police Use of Force During Investigatory Stops.” *Law & Society Review* 52(4):960–93.

Module 3: Inequality and the Law

March 30, 2026: Class, Inequality, and Social Change
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 310-322
- Ewick and Silbey. 1998. *The Common Place of Law*, pp. 3-14

Optional:
- Galanter, M. “Why the ‘Haves’ Come Out Ahead: Speculations on the Limits of Legal Change.” *Law & Society Review* 9, no. 1 (1974): 95–160.

April 6, 2026: Gender and the Law
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 329-355
- Edelman, L.B. 2018. “How HR and Judges Made It Almost Impossible for Victims of Sexual Harassment to Win in Court.” *Harvard Business Review* 96(4): 1-6.
- *Listen*: BBC, “The Fight to Make Sexual Harassment a Crime,” Link: https://www.bbc.co.uk/programmes/w3csyx3f

Optional:
- *Meritor Savings Bank v. Vinson (1986)*
- MacKinnon, C. 2012. “Speech and Harm.”

April 13, 2026: Gender, Family, and the Law

- Seigel, R. 2010. “Roe’s Roots,” pp. 1879-1900 (focus on main text, not footnotes).
- Luthra, S. 2024. *Undue Burden*, pp. 133-142, 190-210.

Optional:
- *Roe v. Wade (1973)*
- *Dobbs v. Jackson (2015)*

April 20, 2026: Race, Ethnicity, and the Law
- Walsh et al. 2022. *Law, Justice, and Society*, pp. 360-390.
- Taylor, K. 2019. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*, pp. 1–23.

Optional:
- *Plessy v. Ferguson (1896)*
- Crenshaw, K. 1991, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color,” *Stanford Law Review* 43(6): 1241–1299. (Excerpt pp. 1244–1260).

April 27, 2026: Race, Ethnicity, and Citizenship + Review session
- Wilkerson, I. 2020. “America’s Enduring Caste System.” *New York Times*, July 1. Link: https://www.nytimes.com/2020/07/01/magazine/isabel-wilkerson-caste.html

Optional:
- Abrego, L.J. 2019. “Relational Legal Consciousness of U.S. Citizenship: Privilege, Responsibility, Guilt, and Love in Latino Mixed-Status Families.”

**** Monday May 4, 2026 at 1:15-3:45pm: Final Exam****