

# Law and Social Science

Spring 2022 | CJL6090 | Dauer Hall, Room 0342 | F 11:45am – 2:45pm

## COURSE DESCRIPTION

The primary purpose of this course is to examine the interface between law and knowledge from various social scientific disciplines, including, but not limited to, psychology, sociology, history, and anthropology.

This course is inherently multi-methodological, with scholars using ethnography, document analysis, interviews, case studies, surveys, quasi-experimental approaches, network analysis, and content analysis, or a combination of those methodologies. Scholars typically examine a broad range of issues related to human behavior and law, including issues around governance, evidentiary issues, courts, human rights, legal decision making, economic or environmental issues, legal mobilization, concepts of justice, the legal profession, litigation (nsf.gov).



Professor:  
**Dr. Lora  
Levett**  
Pronouns:  
*she/her/hers*



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Use CJL6090 in  
the subject line



Office hours in person (Turlington 3336) and via zoom  
For zoom, see the weekly announcement  
**FRIDAYS 9:00am – 11:00am and by appointment**

## READINGS

Readings are available on the canvas course website and through the UF library. In addition to the readings assigned for the course, you should purchase a book exploring some aspect of law and social sciences that is outside of your primary area of education.

✓ Analyze the potential uses of social science in the legal process

✓ Compare and contrast research methodologies in various social science disciplines related to legal scholarship

✓ Critically analyze the use of social scientific evidence in legal cases, demonstrating knowledge of admissibility and use of social science in law.

✓ Have specific knowledge about how a topic of interest to you is covered in various social science disciplines, and integrate that knowledge into a research proposal that could be submitted to NSF's law and science panel.

## LEARNING OBJECTIVES

By the end of this course, you should be able to demonstrate an understanding and ability to think critically about law from the perspective of various social scientific disciplines. In addition, students should be better prepared for practical aspects of completing grants proposals and comprehensive exams. To that end, students should be able to:

✓ Participate in development of research in different areas of law and social science.

✓ Critically analyze the components of a successful grant proposal in Law and Social Sciences by participating in a review process throughout the semester.

✓ Write an answer to a comprehensive exam question, showing understanding of the components, structure, and content of a successful answer.

✓ Critically analyze and discuss research in various social scientific disciplines that interface with law.

✓ Lead discussion on topics in law and social science, creating discussion questions that further class knowledge and understanding.

# COURSE REQUIREMENTS



## Weekly Assignments (25 points)

Component	Description	Due	Points toward Grade
<b>Discussion Questions</b>	<p>To help prepare for discussion, each week you should submit at least 3 possible discussion questions to the group discussion board for that week. Leaders may choose to use your questions in helping them guide the class in discussion.</p> <p>Good discussion questions may be open-ended, make connections between multiple readings (in the same week or over several weeks), make connections to other courses, draw out appropriate and scientific critiques of the reading, consider extensions or applications of the research, consider alternative methodologies, samples, or settings, extend future research, consider comparative approaches, or ask for clarification.</p>	Thursday at 10:00am	<b>5</b>
<b>Lessons Learned</b>	<p>In addition to preparing discussion questions, each week you should submit 5 'lessons learned' to your assignment for the week. In considering what you've learned from the reading and or videos, consider new theoretical perspectives or ideas, methodologies, problems, information you found surprising –there is a lot that could be appropriate here! For each point, you should include 2-3 sentences describing what you've learned, including citations. Websites may not be used for lessons learned.</p>	Friday 11:45am	<b>10</b>
<b>Clarification Questions</b>	<p>When you have questions on the course material, please post in the clarification questions portion of the discussion boards. What did you not understand or need further information about? I will check this board regularly, and I expect that often your fellow students will be the ones to help you find answers. Do your own work as well – if you find the answer to your question, post it for the class.</p>	Throughout the week	<b>0</b>
<b>Participation</b>	<p>Participation and discussion is pivota to learning in this coursel. In addition to contributing to the substantive discussion in the course, your goal should be to elevate the level of discourse. Participation in class includes participating in the weekly discussion and panel reviews and is self graded according to the rubric at the end of the syllabus (adapted from Dr. Margaret Bull Kovera). You should submit your participation grade along with 2-3 sentences justifying your grade according to the rubric. As long as I agree with your self-assessment, this will be your grade. If I disagree, we will discuss the disagreement and my grade will override your self assessment.</p>	Self assessment due FRIDAYS by 11:59pm	<b>15</b>
<b>TOTAL POINTS TOWARD GRADE</b>			<b>30</b>

# COURSE REQUIREMENTS, CONTINUED



## Discussion Leader

Component	Description	Due (fill in with your dates)	Points toward Grade
<b>Leading Class Discussion</b>	<p>All of you are expected to come to class prepared to discuss the readings for that week. However, part of learning is to lead a scholarly discussion. Therefore, on 2 class days, you will serve as the leader of the class discussion. To lead discussion, you should prepare a brief summary of the topics and readings and then ask questions to lead a scholarly, fruitful discussion of the readings for that week. You should include questions of your own creation and questions from the class discussion board for that week (which you also contribute to as a leader). Your questions should be turned into me at the end of class on class days. I will grade your discussion leadership using the rubric provided at the end of the syllabus, which was adapted from Dr. Margaret Bull Kovera.</p>		<b>15</b>
<b>Detailed notes on the readings</b>	<p>In addition to leading the class discussion, you should create detailed notes on the readings. These notes should take the form of an annotated bibliography, bullets, outlines, or whatever you find useful when studying. The notes should be no longer than one page per reading.</p> <p>The purpose of these notes is to create a collective study resource for the class to use when studying for comprehensive exams, writing papers, or research proposals, etc. Therefore, I will post the notes on our canvas website for class use after they are turned in.</p>		<b>5</b>
<b>TOTAL POINTS TOWARD GRADE</b>			<b>20</b>

# COURSE REQUIREMENTS, CONTINUED



## Comprehensive Exam Question

Component	Description	Due	Points toward Grade
<b>Answering a Comprehensive Exam Question</b>	<p>One of our objectives in this course is to help you prepare for comprehensive exams. Part of how we accomplish that goal is to engage with the substantive content of the course. In addition, we would like to prepare for comprehensive exams by completing a comprehensive exam question in this course. I will present options for comprehensive exam questions exam in class on October 1. We will discuss strategies for answering the questions and taking the exam more generally as well. You may choose a question to answer from the options (just one), and answer it to the best of your ability.</p> <p>I highly recommend that you simulate real testing conditions when you complete the answer. We will not have class on the day this is due, so you may use that time to simulate testing conditions. You will receive full credit for the question for class if it is clear you put a lot of effort forth in answering the question, but I will provide feedback about how I would grade the question as a member of the comprehensive exam committee as well. I will also provide feedback about how you could improve the answer. This does not guarantee you will receive a similar grade on the actual comprehensive exam (the questions will be different and the graders may be different) but it should be a helpful exercise as I have been on the committee for several years so have experience grading, and any feedback from a faculty member is helpful.</p>	March 18, 11:59pm	<b>10</b>

# COURSE REQUIREMENTS, CONTINUED



## Developing and Reviewing Research

Component	Description	Due	Points toward Grade
<b>Reviewing Grant Proposals</b>	<p>The Law and Science Program at NSF is one home for federal funding in Law and Social Science in the US. To that end, one way to learn how to be successful in obtaining that funding is to read successful proposals. We will review several proposals throughout the semester in various areas of law and social science. Generally, we will review no more than one proposal per week as a class.</p> <p>All students will read all proposals and will prepare for discussion around the proposals. You all will write a review for the first proposal, and we will discuss the proposal as a class, similar to an actual NSF panel. Then, you'll read the actual reviews and the revision to the proposal and discuss (online) how the proposal changed because of the reviews. This will take place instead of class on 2/4. The initial proposal is worth 2.5 points toward your final grade. Participating in the discussion following the initial review is worth 2.5 points toward your final grade.</p> <p>Following this initial exercise, you will choose two more proposals to review. As part of your review, you will submit the review to the 'panel' the day before class. Then, on the day of class, we will discuss the proposal, with the lead reviewers starting the discussion. These reviews are worth 2.5 points each toward your final grade.</p>	(fill in your due dates here)	<b>10</b>
<b>Presentations and Writing Roundtables</b>	To help you with writing your grant proposal, we will engage in a class writing roundtable in the last two classes. The object of the roundtable is twofold. First, you will present a short summary of your research idea to the class. Then, we will workshop your project summary page from your grant proposal. The project summary page is probably the most important page of the NSF grant proposal, and therefore it's especially important to get it right. So, the more feedback you can get, the better! In addition, getting the 'review before the review' is important for ensuring what you hand in is your best possible product. So, we'll work on these together on the last day of class.	Last two class periods	<b>10</b>

To that end, you should prepare:

1. A short summary of your project (no longer than 5-7 minutes); powerpoint is optional
2. Your most complete draft of your project summary page (see the grant proposal guide)
3. A google doc that is accessible to the class containing your project summary page

**NSF Proposal**

You will create a dissertation improvement grant designed to be submitted to the NSF Law and Sciences Dissertation Program. Your submission should follow the NSF grant proposal guide, and I encourage you to consider actual projects you could submit for a dissertation improvement grant or could submit as an early career researcher.

April 20

**20**

More information about the grant and format can be found at the grant website. The portions of the grant you are responsible for completing are:

1. The project summary (4 points)
2. The project description (12 points)
3. References (1 points)
4. Budget justification (1 points)
5. Data management plan (2 points)

<https://newcollege.asu.edu/law-and-science-diss-grant>

**TOTAL POINTS TOWARD GRADE**

**40**

Grades are determined according to a **point structure** based on your work on a combination of exams and assignments. I encourage you to use this chart to keep track of your points earned this semester. Total points will be computed as a function of the average points earned for assignments in that category.

# GRADING

**Final grades** will be determined according to the following structure. GPA assignments are also noted below. For more information about UF grades and grading policies, see [www.catalog.ufl.edu/UGRD/academic-regularions/grades-grading-policies/](http://www.catalog.ufl.edu/UGRD/academic-regularions/grades-grading-policies/)

Component of your grade		Points you can earn	Points you earned
<b>Weekly Assignments</b>	Discussion Questions	5	_____
	Lessons Learned	10	_____
	Participation	15	_____
	<b>Discussion Leader</b>		
	Leading Class	15	_____
	Detailed Notes	5	_____
<b>Comprehensive Exam Answer</b>		10	_____
<b>Developing and Reviewing Research</b>	Reviewing Proposals	10	_____
	Present/Writing Roundtable	10	_____
	NSF Grant Proposal	20	_____
	<b>TOTAL POINTS</b>		100

Grade	Points Earned	Corresponding GPA
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
E	<60	.0



# COURSE POLICIES

## Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Campus Resources

As a reminder, UF has many resources available to you should you encounter situations in which you need support throughout your time at UF. I encourage you to seek out these campus resources:

**Counseling and Wellness Center:** <https://counseling.ufl.edu/> 352-392-1575

**Student Health Care Center:** <https://shcc.ufl.edu/> 352-392-1161

**UF Police Department Office of Victim Services:** <http://www.police.ufl.edu/victim-services/>

**Dean of Students Office – emergency response team:**  
[https://www.dso.ufl.edu/home/about/emergency\\_response](https://www.dso.ufl.edu/home/about/emergency_response)

**U Matter, We Care** can also help students, staff, or faculty in distress. You can reach them via email at [umatter@ufl.edu](mailto:umatter@ufl.edu) or phone 352-392-1575. If you find yourself concerned about a fellow student, you can notify U Matter, We Care, and they will reach out to the student.

## Administrative Information

This syllabus is provided for your information and may change as deemed necessary. You are responsible for learning all the material contained in the syllabus as well as any modifications that are made to the syllabus during class time. All changes to the syllabus will be announced and emailed to you. If you have any questions about the syllabus or course requirements, please feel free to contact me. A proposed semester schedule appears below, and any changes will be updated on canvas and announced in class.

## Civility and Values

As members of this class and university, we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Everyone is to be treated with respect, regardless of gender, age, race, culture, religion, sexual orientation, or other identity.

## Makeup Policies

I understand that sometimes one's life sometimes interferes with one's ability to complete class requirements. If you have a legitimate reason for missing a class assignment or class session (e.g., illness, death in the family, power outage) and **can provide documentation**, you will be allowed to make up what you missed IF you contact me immediately before/after the missed assignment. If you miss a class discussion or activity, you may be given an alternative assignment depending on the feasibility of completing the assignment out of class context. Religious holidays are excused without documentation but must be discussed in advance.

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Academic Misconduct

UF Students are bound by the Honor Pledge which states “We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the honor code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions or concerns, please consult with the instructor or the TA in the class.

For this course, **all work is to be completed individually** unless otherwise specified.

# COURSE POLICIES, CONTINUED

## Communication

When in doubt, communicate with me! I am here to help you navigate this course and this semester. There are several ways you can communicate with me:

**Discussion Board:** You can post content or class related questions on the discussion board in our Canvas Course Shell. Be sure to look at previous posts to see if your question has been asked/answered. I will check this board regularly and weigh in. However, often, your fellow students will be your best – and fastest – resource. Think of this discussion board as a place to ask things that you would typically ask by raising your hand in class.

**Email:** The fastest way to reach me is through email. Please **use your UF email** and include CJL6090 in the subject line. **If you do not hear back within 48 hours, please pop your email to the top of our inbox by forwarding it.** I get a TON of email, and don't want to lose yours in the shuffle! Email should be used whenever questions are of a private manner or something you would not generally raise your hand about during class.

**Office hours:** Please pop by to say hi during office hours! I am here to meet with you and help you with course material, answer questions about the class or your graduate program, chat about careers – I am here to be a resource for you! If office hours don't work for your schedule, I am also available to zoom by appointment.

## Academic Resources

Academic resources may be helpful in navigating issues you may encounter in this class or at your time at UF. I encourage you to take advantage of these resources.

**Library support:** [www.cms.uflib.ufl.edu/ask/](http://www.cms.uflib.ufl.edu/ask/) various ways to receive assistance with respect to using the libraries or finding resources.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [www.writing.ufl.edu/writing-studio/](http://www.writing.ufl.edu/writing-studio/)

**Student Complaints (on-campus):** [www.sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://www.sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Classroom Behavior/Zoom Expectations

Students are expected to behave appropriately during class. This class is meant to be an enriching, enjoyable experience for all of you. Disrupting the class results in depriving your fellow classmates and yourself of this experience. The instructor is the final arbiter of what behavior is appropriate and inappropriate. However, you may use the following principle to guide your classroom behavior: Your behavior should not be disruptive or distracting to the instructor or your classmates. This principle will help you determine appropriate classroom behaviors. The following list is not exhaustive.

### General classroom behavior:

- ✓ Stay focused, attentive, and actively participate! You will get more out of class the more you put into it.
- ✓ Stay on task during class! Close browsers or applications if you're using your computer. Don't text. Focus on what you're doing.
- ✓ Behave in a civil manner that is respectful to your fellow classmates, your instructor, and yourself.

### If we need to switch to zoom:

- ✓ Make sure your computer is charged.
- ✓ **If we're on zoom, use your camera** if your bandwidth and webcam allow it and you feel comfortable doing so.
- ✓ Use a **virtual background** that reflects your personality if you'd like (but make sure it's appropriate!)
- ✓ Register with your name that is on our official roster; if you changed your name to better reflect your gender identity, no problem; just let us know what name you prefer in a private message so we can count your attendance.
- ✓ Wear clothes!
- ✓ **When you're not speaking, keep yourself on mute** to eliminate background noise.
- ✓ **Use the chat!** Type questions here –your instructor will respond to them in real time. Stay on topic in the chat.
- ✓ Raise your virtual hand when you would like to speak.
- ✓ Do not share your Zoom classroom link or password with others.

# COURSE SCHEDULE

Note: During our first session, we will discuss different areas of social science and law, with specific emphasis on determining the major areas of interest of the class. Our goal will be to study as many of the social science disciplines as possible, but given the scope of the semester, we have to limit the number of disciplines we can cover. The goal is to make this course very student directed while at the same time covering the most pertinent topics. Possible topics will include African American Studies, Anthropology, Clinical Psychology, Criminology, Economics, Education, Empirical Legal Studies, Experimental Psychology, Geography, History, International Relations, Human Rights Law, Law, Social Science, and Health, Linguistics, Political Science, Sociology, Urban Studies. **All readings, podcasts, and videos will be posted on our Canvas site.**

Week	Date	Topic	Discussion Leaders	Grant Reviewers
1	1/7	Introduction to course, Welcome Discussion of course components Discussion of Areas of Law and Social Science		
2	1/14	Admissibility Standards and Social Science Using Social Science in Law Discussion of NSF proposal	Lora	
3	1/21			
4	1/28	<b>**NSF Review #1 due**</b>		All class members
5	2/4	<b>NO IN-PERSON CLASS TODAY - APLS DEI RETREAT</b> <b>**Instead, participate in the NSF proposal discussion online**</b>	--	--
6	2/11			
7	2/18			
8	2/25			
9	3/4			
10	3/11	<b>NO CLASS - SPRING BREAK</b>		
11	3/18	<b>NO IN-PERSON CLASS TODAY - APLS CONFERENCE</b> <b>**Instead, complete your comprehensive exam question**</b> <b>Comprehensive Exam Question Due by 11:59pm**</b>	--	--
12	3/25			
13	4/1			
14	4/8	Presentations and Writing Roundtables Law and Social Sciences Dissertation Improvement Grant Guest Speaker	--	--

15	4/15	Presentations and Writing Roundtables	--	--
16	4/20	**NSF Proposals Due**		

## A MESSAGE FOR STUDENTS:

Finally, I have a message for you all, taken from the National Commission on Excellence in Education (1997):

“To Students:

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum in learning, you receive only the minimum in return. Even with your parents’ best example and your teachers’ best efforts, in the end it is your work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold your life, apply your gifts and talents, and work with dedication and self-discipline. Have high expectations for yourself, and convert every challenge into an opportunity.”

It is my hope that you will take this course and your years in graduate school as a unique, once-in-a-lifetime opportunity to expand your mind, enjoy yourself and your capacity to learn, and absorb as much knowledge as you can. Get ready for a GREAT semester, and as always, **press on!**

-Dr. L

## Discussion Leader Rubric (15 pts)

	<b>Excellent</b> <b>(Total points *1)</b>	<b>Good</b> <b>(Total points *.75)</b>	<b>Fair</b> <b>(Total points *.5)</b>	<b>Poor</b> <b>(Total points *.25)</b>
<b>Preparation</b> <b>3 pts</b>	<p>Thorough understanding of the readings</p> <p>Facilitator shows a depth of insight and careful preparation</p>	<p>Solid understanding of the readings</p> <p>May miss some nuances</p>	<p>Demonstrates general understanding of the readings</p> <p>May show evidence of some gaps in comprehension</p>	<p>Significant gaps and/or inaccuracies in understanding the assigned readings</p>
<b>Facilitates Discussion</b> <b>6 pts</b>  <b>Avoids excessive presentation and generates sufficient discussion</b>	<p>Facilitator effectively engages students in discussion of the readings.</p> <p>Listens well and responds appropriately.</p> <p>Uses follow-up questions to expand the discussion.</p> <p>Encourages all students to participate</p>	<p>Facilitator leads discussion well.</p> <p>May need more follow-up questions to:</p> <p style="padding-left: 40px;">engage students more</p> <p style="padding-left: 40px;">engage more students, or</p> <p style="padding-left: 40px;">keep discussion on-track.</p>	<p>Facilitator has some difficulty leading the discussion</p> <p>Minimal opportunity for discussion</p> <p>Allows discussion to remain off-topic</p> <p>Shows at least some skill as facilitator</p>	<p>Facilitator ineffectively engages students.</p> <p>Discussion falls flat due to presenter difficulties.</p> <p>Engagement of classmates was weak.</p>
<b>Quality of Questions</b> <b>6 pts</b>	<p>Insightful, appropriate, and in-depth questions</p> <p>Questions provoked a thorough and useful discussion of the readings.</p>	<p>Very good choice of questions.</p> <p>Key points are highlighted</p> <p>Readings are covered well.</p>	<p>Some good questions</p> <p>Needed more in-depth questions</p> <p>Needed more questions</p>	<p>Questions need more work</p> <p>Readings inadequately covered</p>

## Class Participation Rubric (15 pts)

<b>15</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>
<ul style="list-style-type: none"> <li>• excellent preparation</li> <li>• has analyzed readings deeply, relating them to other material (e.g., readings, course material, discussions, etc.)</li> <li>• offers analysis, synthesis, and evaluation of readings e.g., puts together pieces of the discussion to develop new approaches that take the class further</li> <li>• keeps analysis focused</li> <li>• responds very thoughtfully to other students' comments</li> <li>• contributes to cooperative argument building</li> <li>• suggests alternative ways of approaching material and helps class analyze which approaches are appropriate</li> <li>• demonstrates ongoing very active involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• good preparation</li> <li>• knows readings well</li> <li>• has thought through implications of readings</li> <li>• offers interpretations and analysis of case material (more than just facts)</li> <li>• contributes well to discussion in an ongoing way</li> <li>• responds to other students' points</li> <li>• questions others in a constructive way</li> <li>• offers and supports suggestions that may be counter to the majority opinion</li> <li>• demonstrates consistent ongoing involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• adequate preparation</li> <li>• knows basic facts from readings but does not show evidence of trying to interpret or analyze them</li> <li>• offers straightforward information (e.g., straight from the case or reading), with little (perhaps once a class) or no elaboration</li> <li>• demonstrates sporadic involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Present, not disruptive</li> <li>• tries to respond when called on but does not offer much</li> <li>• demonstrates very infrequent involvement in discussion.</li> </ul>	<p>Not present</p>