



# Law and Society (POLS 3322 CRN 14615)

**COIL SECTION, with Community and Engaged Learning (CEL) Designation**

The Department of Political Science and Public Administration

College of Liberal Arts

University of Texas at El Paso

## **Law and Society**

**(POLS 3322 / CRN 14615)**

Fall 2023

Hybrid course: In person teaching on Wednesdays from 1.30pm to 2.50pm, and online activities through Blackboard at other times, including Monday's assigned course time (which is asynchronous).

This course is also a Collaborative Online International Learning (COIL) enhanced class and the five weeks of COIL activities and learning have also been Community and Engaged Learning (CEL) designated by UTEP's College of Liberal Arts. The CEL designation on your transcript means that you have been trained in Community Engagement and Leadership, valuable skills to all sorts of organizations and businesses.

We will be working in a collaborative online international learning (COIL) process with Professor Jaime Martin del Campo Rios's class, "Cross Cultural Psychology" at the Universidad Autonoma de Ciudad Juarez, Chihuahua, Mexico. The substance of our interaction revolves around cross cultural adaptations to violence on the Texas-Mexico border.

### Community Engagement & Leadership (CEL) Course Definition:

These are courses with integrated, structured community-based (direct and indirect outside of the classroom) projects and activities connected to course learning objectives where engagement with community partners is equally beneficial to the student and community partners. Participation involves

reciprocal teaching-learning experiences over the course of the academic semester and students may gain additional leadership and interpersonal skills while applying their knowledge in the community-setting.

Our community partner is the UACJ and the specific population of students in Prof. Jaime Martin del Campo Rios's class "Cross Cultural Psychology."

By participating in the CEL/COIL parts of this class, students from El Paso and Juarez will:

- learn to communicate with each other about violence and solutions to violence in our region, and
- develop leadership skills that facilitate understanding and development of global empathic citizenship that spans the international divide between Juarez and El Paso.

The CEL/COIL component is worth 25 percent of the course grade.

We meet on Wednesdays, in **Liberal Arts Building 107**, from 1.30pm to 2.50pm.

**Dr. Patrick Timmons, B.A. (Hons), M.Phil., Ph.D., LL.M.**

Email: [ptimmons2@utep.edu](mailto:ptimmons2@utep.edu)

Office: Benedict 304

#### **Office Hours**

Tuesdays, 4.30pm to 5.30pm; Wednesdays, 12pm to 1.15pm MT, virtually, and by appointment.

TEACHING ASSISTANT: Sarah Mickelson

Office Hours: To be filled in: \_\_\_\_\_

## Catalog Description

An examination of the legal-judicial arrangements in the Western world and particularly the United States, with emphasis on the interaction of legal systems with society.

## Course Goals and Overview

This class helps students learn and understand the social setting of legal phenomena. In the class, we consider the following questions, and seek answers to them using readings, audio recordings, and films as source materials and evidence:

- What is law? What is society?
- What are the relationships between law and society?
- What is a norm? Where do norms come from?
- How do laws become meaningful in societies?
- Do laws shape societies or do societies shape the law?
- What methods do scholars use to study the relationships between laws and societies?
- Does scholarly research in laws and societies have an impact on public policy formation?

The course begins by introducing students to theories about the relationships between law and society.

It proceeds with an examination of the formal making of the law in a social setting through institutions and moves to consider the function of the law as a tool of social control, with significant examination of Michel Foucault's contribution to the study of power and governance, including examining sovereignty, state killing and governmentality.

Students will examine the role of the law in solving disputes, its role in creating change and the role of the legal profession within society. The course incorporates the assumption that popular culture about law (films, television shows, songs, novels, etc.) is an important mechanism by which societies make sense of laws.

This course is unique in that for four weeks we will study with Prof. Jaime Martín del Campo Ríos and his students in the Psychology Department from the Universidad Autónoma de Ciudad Juárez. Prof. Del Campo Ríos is a scholar of violence, and studies it through the lens and disciplinary framework of neuropsychology. Both Prof. Del Campo Ríos and I are part of the Collaborative Online International Learning initiative at UTEP and the UACJ and we are going to ask you to study the ways in which people in our region adapt to violence here.

The collaborative work with the students from the UACJ will take place in an online learning platform for groups.

At its heart, consider COIL as an excellent way to meet other students who live in the same region and study in a country where you are not studying.

## Course Modality and Coursework Due Dates

This class is hybrid – which means that between 50 to 85% of the class will be conducted online as activities (readings, lectures, viewings, tests, discussion boards and exams). This is particularly true of the COIL component where for four weeks during the semester I am going to ask you to work with me and students from the UACJ as we study psychology’s contribution to understanding how people adapt to violence.

We will meet each week in person on Wednesdays at our assigned time from 3pm to 4.20pm in Quinn Hall 206.

Our other assigned class meeting time is on Mondays at the same time. The course professor and students will not actually “meet” online together at that time – so consider the online part of the class as asynchronous. You can find the things you need to do in any given week at the calendar provided in the back of this syllabus.

In regards the CEL/COIL component, however, you are invited to attend Prof. Jaime Martin del Campo Rios’s lectures online. More information will be available later in the class, but both Prof. Del Campo Rios and myself will record brief mini lectures to help situate you in your discussions and poster project about cross cultural adaptations to violence. We will use EDMODO as the platform for collaborating with our colleagues from UACJ.

The due dates for most of the coursework (tests and discussion boards), will mostly fall on Mondays. This is so you can think of the assigned Monday class time as the time when it would be good to complete any given week’s assigned written work.

After the calendar, you can find the calendar for the CEL/COIL section of the class. You should expect to spend 4 hours a week working on the CEL/COIL section

## Office Hours: Benedict 304, Tuesdays, 1pm to 2.30pm

I will hold regular office hours every Tuesday in person on campus in my office in Benedict 304 from 1pm to 2.30pm. I can also hold office hours by appointment, and by Zoom, should you wish.

## Learning Outcomes

After the completion of this course, students should have the following skills or knowledge:

- Have an understanding of the relationship between legal actors and societies in the Western world.

- Be able to analyze, compare and argue over different scholarly approaches to the study of law and society.
  - Be able better to define the concepts of "norm", "law", "society", and "power."
  - Have a developed understanding of how scholarly research in law and society issues can inform and advance the goals of public policy formation.
  - Be adroit in understanding the importance of culture in shaping/capturing orientations towards law, society, and violence, with this objective partially fulfilled via the CEL/COIL section of this class working with students at the UACJ.
  - Be aware that in the United States, the language of universal human rights is aspirational and has limited basis in legal fact.

## UTEP EDGE ADVANTAGE

You can learn about UTEP Edge, here: <https://www.utep.edu/edge/about/index.html>

This class fulfills the following targeted UTEP Edge Advantage skills:

- Communication: Discussion boards, position paper, book and film reviews, CEL/COIL section of class.
- Confidence: Multiple choice tests to give you a deeper understanding of the textbook and the CEL/COIL section of class used to enhance your ability for intercultural communication.
- Critical thinking: Relationship of law to society, partly based on Foucault.
- Entrepreneurship: thinking about what the absence of a law school in El Paso means for the relationship of law to society in the region.
- Global awareness: Examining how the United States legal system affects society at home and abroad, with especial attention paid to the "War on Terror" and Guantánamo Bay.
- Problem solving: tests, discussion boards, essay, book review, film review.
- Social responsibility: examining in depth the way law affects society and vice versa.

## Required readings

The *required* texts for this course are:

Kitty Calavita, *Invitation to Law and Society: An Introduction to the Study of Real Law*. University of Chicago Press.

ISBN: 9780226296586

\* This title is required.

Erik Larson and Patrick Schmidt eds, *The Law and Society Reader II*. New York University Press.

ISBN: 9781479878734

\*This title is required.

Lydia Alix Fillingham, *Foucault for Beginners*. Steerforth Press.  
ISBN: 9781934389126

\*This title, by the same author, is available from a couple of different publishers, and also via Amazon Kindle. It is not required.

David F. Walker, *The Black Panther Party: A Graphic Novel History*  
ISBN: 978-1984857705

\*\*\* Available via UTEP Library digital reserves.

Jérôme Tubiana (Author) and Alexandre Franc (Illustrator), *Guantánamo Kid: The True Story of Mohammed El-Gharani*. Self Made Hero Publishers, 2019.

ISBN: 978-1910593660

\* Available via UTEP Library digital reserves.

## Films

The films we watch in this class are usually available through UTEP's Library Subscription to Kanopy or Swank or Films on Demand, or other providers, and these will be available to you at no charge, but you will have to log into the library through your UTEP account.

It may be the case that a film may only be available via Amazon.com. If that is the case, then you will have to rent or purchase it via Amazon.com. It may also be the case that a film is only available via Netflix. Once again, accessing Netflix comes with a cost.

## Grading Scheme

***To receive a C or better in this class, all work is required. Unless you hand in all work required for this class, your grade is in jeopardy.***

### Tests

x 4 @ 50 points each test 200 points

### Discussion boards

x 4 @ 50 points each discussion board 200 points

### Midterm

50 points

### Final

50 points

**COIL Component, with project**

250 points

- Weekly collaborations via an online learning platform with students from the UACJ
- Poster presentation in binational groups about adaptation as a strategy to deal with violence
- Final reflective piece about communicating about violence in a scholarly mode across international borders.

**Book Review**

125 points

x1 about either John Lewis's *March* or Tubiana's *Guantánamo Kid*.

**Film Review**

x1 about any of the films shown for this class, but not *Rashomon*. 125 points

Total: 1,000 points

The total point score is then divided by 10 to provide a percentage. The letter grades break down in the following way:

**% Letter**

≥ 89.50 A

79.50-89.49 B

69.50-79.49 C

59.50-69.49 D

≤ 59.49 F

**Note well.** Failure to submit **any** assignment, including submitting an incomplete assignment, may result in failing the class.

Descriptions of graded work

Late work is unacceptable. You are advised to contact the instructor **\*before\*** the due date if, for any reason, you are going to submit late work.

## TESTS

There are four tests in this class. The tests are designed to ensure you do the reading, and that you are comprehending what you read. You should submit your answers to the tests by Monday, 11:00pm (MT) each week. The tests are open book and are administered via Blackboard.

## EXAMS

There are two exams for the course. Questions are usually based on the textbook by Vago, but will include questions about the other material, too. The exams will be “open book” so that you will be able to have all support materials you think are necessary to answer the exam questions. The exams will be administered via Blackboard. You will have **a few days from Monday of two specific weeks** to complete the exams upon their activation.

The exams are to be taken individually—**it is not allowed to discuss the exam questions with the classmates or anyone else**. Please refer to the section on “Academic Integrity” below to review the university and instructor policies on cheating, collusion, and plagiarism.

## Make-up exams

Make-up exams will be given *only* in the case of a *documented* emergency (see “excused absences” below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

## CEL/COIL Component

One of the key purposes of this course is to introduce you to how law affects society and vice versa. An important part of this goal is to help you develop the analytical skills necessary to grasp the dynamics of systematically studying the relationship between law and society.

The COIL component should help you answer questions about violence, and the law’s response to violence in our region, by not only focusing on El Paso, but also collaborating with students from the UACJ to understand the dimensions and experiences about violence in our region.

More information about CEL-COIL will be delivered in weeks 1 through 6. The COIL component is only a fraction of this class and will take place from weeks 3 through 8. You are expected to devote at least four hours a week to the CEL-COIL section of this class. You will be developing your capacity to communicate with people in our region about how they react to and study violence in El Paso and Ciudad Juarez.

In terms of community collaboration, please think very hard about the way in which you will be helping to empower students at the UACJ think about violence both in terms of communicating across an international border and also in academic settings. Many of the UACJ students have never used their English to communicate with other scholars about shared intellectual concerns. In a previous iteration of



this COIL collaboration, students from the UACJ expressed their appreciation to the UTEP students for helping them develop their academic skills in English.

## BOOK and FILM REVIEWS

You will write a review of either John Lewis's *March* or Jerome Tubiana's *Guantánamo Kid*, focusing on how either of the books helps reveal to you the relationship between law and society. **The book review is not a summary.** The book review will be two pages in length, double spaced, Times New Roman, 12 points. There will be instructions on how to complete a book review on the class Blackboard page.

You will also write a film review about any of the films we watch for the class, with similar guidelines as those of the book review.

## DISCUSSION POSTS/CLASS PARTICIPATION

There are four opportunities in this class to discuss the material for a particular module in a written format. A discussion board requires the following from you:

- (1) a discussion post in response to a guided question (minimum of 250 words and maximum of 500 words); and,
- (2) respond to at least one of your classmates' post (minimum of 100 words and maximum of 500 words).

Be sure to submit your discussion post and response to your peers in a week when a discussion board is due by Monday, 11:00pm (MT) of that week to receive credit for your participation.

Some suggestions for successful posts:

Write with the curiosity of university students.

The instructor is more interested in doubts and the questions you raise rather than providing concrete answers. The expression of doubt and uncertainty is a skill and something to be practiced and developed.

You are strongly encouraged to use the UTEP Writing Center for assistance in drafting all written work, including discussion boards, book and film reviews, and the essay.

I expect everyone to actively participate in class and do so in a positive and appropriate way (see the "Online Etiquette and Effective Communication" section below). Keep in mind that class participation is more than just completing the scheduled assignments and taking exams—you should be willing to ask and answer questions and contribute intellectually to class debates via online discussion posts.

Before posting a discussion, you should complete the assigned readings and go over your notes of those readings. Exams will cover material from the readings, and our online discussions, so doing just one or the other will leave you at a disadvantage.

Full credit for a discussion post is reserved only for those that follow the online etiquette and effective communication rules below.

## COURSE/INSTRUCTOR POLICIES

### E-Mail Protocol

UTEP e-mail is the best way to contact the instructor: [ptimmons2@utep.edu](mailto:ptimmons2@utep.edu). Please do not try to contact the instructor via the Blackboard messaging function.

Please **only** email the instructor from your UTEP email account. ***The instructor cannot respond to emails from non-UTEP accounts.***

When e-mailing me **from your UTEP account, please put the course number in the subject line**. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

The instructor will make every attempt to respond to your e-mail within 24-48 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest.

### Online Etiquette and Effective Communication

It is essential that the **utmost respect and professionalism** be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics.

Please avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or even worse, personal attacks on others for having different views.

**\*No inappropriate behavior will be tolerated.\***

Unprofessional conduct will be dealt with swiftly through the University and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

### Online Etiquette and Effective Communication Policy

Please carefully read the following rules for online etiquette and effective communication:

**Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

**Respect:** A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and

your fellow students with respect. Remember that members of the class and the instructor will be reading any postings.

**Be Forgiving:** If someone states something that you find offensive, mention this directly to the professor in an email. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

**This is Permanent:** Think carefully about the content of your message before contributing it. Once sent, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

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*Treat your professor and your fellow students with respect.*

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**Edit Your Work:** The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

**Test for Clarity:** Messages may often appear perfectly clear to you as you compose them but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly and if you can read it to another person before posting it, even better.

**Follow the Parameters/Stick to the Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

**Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

### [Excused Absences and Excuse for Late Work](#)

The instructor will excuse absences and late work **only** when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session or due date for an assignment, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency.

To be excused, you must notify me *in writing* **prior** to the date of absence.

That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification **as soon as possible** following your absence.

Such notification must include an explanation of why notice could not be sent in advance.

You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required.

*For the instructor's records, you should e-mail a **scanned copy** of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation). Documentation that is not provided in a timely manner will not be accepted.*

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*You must also provide satisfactory documentation verifying the reason for the absence.*

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Please do not ask the instructor to excuse absences for minor illnesses or scheduling conflicts (e.g. sports practices, play rehearsals, meetings, conferences, appointments with other professors or advisors, student teaching, having your cable installed, having a bad headache, etc.).

The instructor is aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences:

<http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

According to UTEP Curriculum and Classroom Policies,

“When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.”

### Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism.

**Cheating** may involve copying from or providing information to another student and possessing unauthorized materials during a test.

**Collusion** involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. The instructor encourages students to study together and work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is collusion.

**Plagiarism** is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. If you are unsure whether a citation is required, err on the side of caution and provide one.

**Any** act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated.

Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to the Office for Student Conduct and Conflict Resolution at <https://www.utep.edu/student-affairs/osccr/index.html>.

### Copyright Statement for Course Materials

All materials used in this course are protected by copyright law.

The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: [cass@utep.edu](mailto:cass@utep.edu); location: UTEP Union Building East Room 106.

## SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

☒ **Adobe Acrobat Reader.** To get this program, go

to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.

☒ **Adobe Flash Player.** To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.

☒ **QuickTime Player.** To get this program, go to <http://www.apple.com/quicktime/download/>

and follow the instructions.

☒ **Microsoft Office.** If you do not have a word-processing software, go to <https://my.apps.utep.edu>. [Using My.Apps interface, UTEP students can access most](#) software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

## UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.

## ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

The instructor strongly suggests that you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up in case there is a technical issue with the course website, network, and/or your computer.

This way, you will have evidence that you completed the work and will not lose credit.

If you are experiencing difficulties submitting your work through the course website, you can always email the instructor ([ptimmons2@utep.edu](mailto:ptimmons2@utep.edu)) your back-up document. However, this is just to prove you completed the assignment. The instructor will ask you to resolve your technology issues and submit the assignment via Blackboard once they are resolved.

## COVID-19 ACCOMMODATIONS

For those of us (I include myself in this comment) who might confront difficulties because of COVID-19, I want to reassure you that I will be flexible and understanding.

There are policies and procedures in place for the possibility that you might go to campus.

You are required to follow these policies and procedures for the safety of our UTEP community, and residents of Ciudad Juárez/El Paso.

Please do not come to campus if you are sick. Please email me if you are sick.

## COURSE SCHEDULE AND TASKS – WEEKS AT A GLANCE\*

**NB: You should start to read Fillingham, *Foucault for Beginners* as soon as possible. It will take a while to digest the ideas.**

Week #	Dates	Module Title	Reading/Viewing	Assignment(s)
1	08/28 to 09/04 <i>Note: Labor Day is 09/04</i>	Introduction: What do we see when we look?	<i>Rashomon</i> , dir. by Akira Kurosawa (film), available via link through Blackboard.	Personal introduction  Syllabus Test

2	09/04 to 09/11 <i>Note: Labor Day is 09/04</i>	Introduction: Why is seeing <u>not</u> believing?	What is a fact? What is evidence? What is interpretation? What is theory?	Listen: George Orwell, "A Hanging," link available via Blackboard.
3	09/11 to 09/18	First Steps in Law and Society	Calavita, <i>Invitation</i> . "Read: Introduction."	Test #1
4	09/18 to 09/25	Types of Society, Types of Law	Calavita, "Chapter 2: Types of Society, Types of Law."  Required viewing: <i>Michel Foucault: Beyond Good and Evil</i> , BBC documentary, 1993. Available via YouTube, with closed captioning available, link through Blackboard.	Discussion board #1
5	09/25 to 10/02	Law in the Everyday, Everywhere	Calavita, "Chapter 3: Law in the Everyday, Everywhere."	Test #2  COIL
6	10/02 to 10/09	The Color of Law	Calavita, "Chapter 4: The Color of Law."  And,  Fillingham, <i>Foucault for Beginners</i> .	COIL
7	10/09 to 10/16	Many Laws, Many Orders	Calavita, "Chapter 5: Many Laws, Many Orders."	Discussion board #2  COIL
8	10/16 to 10/23	The Talk vs. The Walk of Law	Calavita, "Chapter 6: The Talk vs. The Walk of Law."	Mid-term exam  COIL
9	10/23 to 10/30	Law and Social Justice	Calavita, "Chapter 7: Law and Social Justice."  David F. Walker, <i>The Black Panther Party: A Graphic Novel History</i> .	COIL  View: <i>RBG</i> .

10	10/30 to 11/06	Reflecting on Law's Image	Calavita, "Chapter 8: Reflecting on Law's Image."	COIL  Reflective question: Does it matter for the relationship between law and society that El Paso does not have a law school?
11	11/06 to 11/13	Researching Law and Society	Calavita, "Chapter 9: Conclusion."	Test #3
12	11/13 to 11/20	Law and Inequality in an (Un)changing America	David F. Walker, <i>The Black Panther Party: A Graphic Novel History</i> .  Watch: <i>I am Not Your Negro</i> , 2016, directed by Raoul Peck.	Discussion board #3
13	11/20 to 11/27	Law and Inequality in the U.S. South and West	Resisting the Legality of Racial Oppression  David F. Walker, <i>The Black Panther Party: A Graphic Novel History</i> .	View: <i>Selma</i> .
14	11/27 to 12/04	Law and Inequality in the Texas Borderlands	Resistance or adaptation? The fight for justice in Texas' <i>colonias</i> .	Discussion board #4  Book review due
15	12/04 to 12/07	Exporting U.S. Injustice: The "War on Terror," or, why can't Americans speak the language of human rights?	Tubiana et al., <i>Guantánamo Kid</i> .	Test #4  Film review due.
Finals Week	12/11 to 12/15	Final Exam	All materials for class.	Final exam, virtual via Blackboard.



*Please don't forget to evaluate the course! Your instructor and UTEP value your assessment!*

PROGRAM FOR THE INTERNATIONALIZATION OF THE CURRICULUM  
UNITED STATES - MEXICO

COIL PROJECT

University of El Paso Texas (UTEP)  
Universidad Autónoma de Ciudad Juárez (UACJ)

<i>Name of the instructors</i>	<i>E-mail addresses</i>	<i>Course name</i>
Patrick Timmons	<a href="mailto:Ptimmons2@utep.edu">Ptimmons2@utep.edu</a>	Law and Society
Jaime Martín del Campo Ríos	<a href="mailto:Jaime.martin@uacj.mx">Jaime.martin@uacj.mx</a>	Cross-Cultural Psychology

**Semester**

**Fall 2023 UTEP**  
**UACJ XXXX - XXXX**

*COIL Component Description*

**Cross-cultural Adaptation to Violence: EP/JRZ** is a six-week COIL unit in which you will work in a group of several students to interact about how people have adapted to violence in the U.S.-Mexico border region. The group of students will be created by the course instructors, Drs Martín Del Campo Rios and Timmons. The group will include students from the Universidad Autónoma de Ciudad Juárez (UACJ) and students from the University of Texas at El Paso (UTEP). The group's objective is to produce written work and videos, primarily in English, but also in Spanish that will show what the socio-cultural-biological effects are when people in the two cities adapt to violence, become desensitized to it and naturalize it. In the COIL unit's first week the two classes of students will get to know each other by administering an instrument measuring how well the students know the two cities. In week 2, the students will learn about the concepts, variables and different methods social scientists use to study violence in a monocultural, binational setting. In the third week, students will be asked to investigate the vital statistics about violence in both Juárez and El Paso and how this data must be organized through the different social science concepts, variables and methods about violence and victimization studied in week 2. In the fourth week, students engage in critical

thinking about the research conducted in weeks 2 and 3 with the objective of producing a poster which will help lay-people understand how the region's residents adapt to violence. The teams may be asked to prepare a 5 to 10 minute presentation about what they have learned. The final week will be devoted to examining the conclusion and significance of advancing a cross-cultural approach to adaptation to violence.

### *COIL Component Student Learning Outcomes*

1. The students are required to demonstrate that they can recall previously learned material about the social scientific method.
2. The students are required to comprehend the important role that concepts play in organizing research data in social science.
3. The students are required to apply social science concepts to organize social science data about violence.
4. The students will develop cultural sensitivity and intercultural skills in order to become aware of their own cultural biases.
5. The students are required to analyze the research data according to the concepts used by social scientists to study violence and its psychological effects.
6. The students are required to synthesize the results of the analysis of the research data according to social science concepts.
7. The students are required to evaluate the synthesis of the results of the analysis of the research data so as to judge whether the data is reliable and convincing.
8. The students are required to demonstrate that critical thinking is a process to reflect upon how to apply, analyze, synthesize and evaluate data about cross-cultural adaptations to violence.



Stages	w e e k	Learning Student Objectives	Task/Activity	Tool (Delivery form)	Modality (synch. or asynch)	Tool (for the activity) **
1: Ice Breaker	1	To introduce themselves and get to know how much they don't know each other and their neighboring city.	Group formation  Instrument to get familiar with each other	Slack (activity will be posted) and ZOOM	Synch.	Slack (activity will be posted) and ZOOM
2: Cross cultural activity	2	<b>Scientific familiarization</b> with different social violence-related phenomena in both neighbor cities of Juarez and El Paso.	Examining vital statistics regarding violence-related phenomena from both cities.	Slack (activity will be posted) and ZOOM.	<b>Asynch.</b>	Slack (activity will be posted) and ZOOM
3: Team Collaboration	3	<b>Critical thinking and the use of language.</b>  Not only do our beliefs, values, and perceptions affect our use of language, but our use of language in turn influences our beliefs, values, and perceptions	You will be provided with a list of words that reveals a pessimistic view formed with specific personal attitudes and values. Change the words in order to provide a more positive (and less pessimistic) view.	Slack (activity will be posted) and ZOOM.	<b>Asynch.</b>	Slack (activity will be posted) and ZOOM.

	4	<b>Joint presentation</b> (15-20 minutes each group) with the possible use of a <b>poster</b> that summarizes the topics and findings.	Possible poster and group presentation.	Slack (activity will be posted) and ZOOM.	<b>Asynchronous</b>	Slack (activity will be posted) and ZOOM.
4. Individual Reflection	5	<b>Individual reflection</b>	Written, audio, and image reflections are all possible.	Slack (activity will be posted) and ZOOM.	<b>Asynchronous</b>	Slack (activity will be posted) and ZOOM.