

Cover Sheet: Request 13880

CPO 3XXX - Comparative Law and Courts - Undergraduate

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Patricia Sohn pjsohn@ufl.edu
Created	4/19/2019 2:06:31 PM
Updated	11/23/2019 11:06:09 AM
Description of request	The request is for a new course, CPO 3xxx, Comparative Law and Courts. I have been teaching POS 4674 Political Change and Legal Development rotating the content between what is currently in the course catalog and what I am proposing for the new course title. I am requesting the new course title so that the two courses can be distinguished and offered to students separately, and so that students can know from the course catalog the content of the course that they will be taking. This course also expands the Political Science offerings for pre-law students. The proposed course is for a 3000-level course. Law and Courts is one of the appropriate titles within Political Science for this topic. The proposed course is broadly comparative and is based upon research in/on law and courts in regions and country cases in the late-modern and contemporary periods (emphasis on 20th century and recent decades). The POS 4674 course is more specific to legal development over time as it affects Western legal systems.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn		8/22/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) objectives need to conform to UCC guidelines (see https://gov.clas.ufl.edu/files/College_Curriculum_Problems-Checklist.pdf); 2) grading scale appears confusing; 3) absences need to be referenced as "unexcused" absences	10/14/2019
No document changes					
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn		10/14/2019
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) please fix the "D" scale in the grading scale.	11/19/2019
No document changes					
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn		11/22/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/23/2019
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/23/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13880

Info

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Submitter: Patricia Sohn pjsohn@ufl.edu

Created: 11/22/2019 9:26:07 PM

Form version: 15

Responses

Recommended Prefix CPO

Course Level 3

Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Comparative Law and Courts

Transcript Title Comp. Law & Courts

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation The course will not be available to graduate students.

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Addresses the politics of law and courts in comparative perspective in regions and country cases around the world. Regions and country cases vary with instructor. May include themes such as: judicial power and politics, judicial independence, rights revolutions, legal mobilization, legal profession, legal culture, and/or constitutional development in comparative perspective.

Prerequisites CPO 2001 Introduction to Comparative Politics

Co-requisites None.

Rationale and Placement in Curriculum I have been teaching POS 4674 Political Change and Legal Development rotating the content between what is currently in the course catalog and what I am proposing for the new course title. The new course title will allow the two courses to be distinguished and offered to students separately. This course expands the Political Science offerings for pre-law students. The proposed course is for a 3000-level course. Law and Courts is one of the appropriate titles within Political Science for this topic. The proposed course is broadly comparative and is based upon research in/on law and courts in regions and country cases in the late-modern and contemporary

periods (emphasis on 20th century and recent decades). The POS 4674 course is more specific to legal development over time as it affects Western legal systems.

Course Objectives Students who complete the work for this course will be able to:

1. Identify major aspects of judicial function and institutional arrangement in several country cases around the world.
2. Identify judicial change and constitutional developments in several country cases around the world.
3. Explain the role of judicial independence and autonomy under a separation of powers system.
4. Explain a normal modal institutional functioning of judiciaries in democracies.
5. Explain a normal modal institutional functioning of judiciaries in authoritarian regimes.
6. Analyze the relationship between actors in the legal profession (e.g., cause lawyers, repeat players, etc.), rights activism, and relative power of haves and have nots.
7. Analyze the role of rights revolutions in several country cases and regions of the world.
8. Apply the concept of legal culture, or law in the everyday, to various country contexts.

Course Textbook(s) and/or Other Assigned Reading All texts will be available at the Reserve Desk at Library West. We are reading selections from each text, approximately 40 pages of reading per week.

1. Carlos Guarnieri and Patrizia Pederzoli, eds. *The Power of Judges: A Comparative Study of Courts and Democracy* (Oxford Socio-Legal Studies). Oxford University Press, 2002.
2. Paula Newberg, *Judging the State: Courts and Constitutional Politics in Pakistan*. Cambridge University Press, 2002.
3. David Erdos, *Delegating Rights Protection: The Rise of Bills of Rights in the Westminster World*. Oxford University Press, 2010.

E-Reserves reader with readings from authors including: Torbjorn Vallinder, John Merryman, Marc Galanter, Charles Epp, Patricia Sohn, Rebecca Bill Chavez, Gerald Rosenberg, Malcolm Feeley, Menachem Hofnung, Scheingold and Sarat, Tamir Moustafa, Juan Lunz, Guillermo O'Donnell, and Pierre Bourdieu.

Weekly Schedule of Topics Weeks I - V

Section I: Judges in Democracies

- *Institutional configuration
- *Separation of powers
- *Judicial independence and autonomy
- *Rights revolutions
- *Legal culture, cause lawyers, and legal profession

Weeks VI - X

Section II: Judges in Authoritarian or Semi-Authoritarian Regimes

- *Institutional configuration
- *Separation of powers
- *Judicial independence, autonomy, or relative lack thereof
- *Relation to the executive branch
- *Constitutional development in authoritarian and semi-authoritarian context

Weeks XI - XV

Section III: Westminster World - Bills of Rights

- *What are bills of rights?
- *Why did bills of rights come late to the Westminster world?
- *Why did bills of rights pass in different country cases within the Westminster world?
- *Are bills of rights effective?

*Conclusions

Links and Policies *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be found at: catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

* Tardiness: Please do not be tardy. If you are tardy, come in quietly and do not disturb lecture, discussion, or other classroom activities.

*Absences: More than 3 absent days will result in 0.5 points off per unexcused absence on a 100 point

scale. Three unexcused absences are allowed without penalty.

*Cell Phones: Students may have their cell phones out in class if they feel it is important for their safety; however, please do not read, use, or play with your cell phone during class.

*Respect: All participants (students, faculty, and/or any guest speakers) in this class are asked and expected to be respectful to one another during discussions and other class exercises, remembering that your student body (as the American polity) includes intelligent people of vastly ranging political, religious, social, and other opinions and subject positions. Discourse in this class is expected to cover a wide range of opinions and subject positions in a way that is civil at all times. We will practice how to do it in class. Sometimes it is hard work. Your cooperation in this effort will be greatly appreciated!

*Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

*Materials and supplies fees: none other than texts. Students are expected to have access to a computer and to the internet in order to write and to submit assignments.

*Student evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

*Academic Honesty: The university's honesty policy regarding cheating, plagiarism, etc. 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the faculty instructor for this class.

*UF Counseling Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

*UF Police (Campus Police): 392-1111 or 9-1-1 for emergencies.

Grading Scheme 10% Participation. (A) 33.3% - Active and appropriate participation in discussion, group activities, Individual Presentations, and ad hoc presentations on readings in the classroom. (B) 33.3% - Each student will be assigned to a study group. Each study group will be assigned to 1 of the E-Reserves readings for a presentation in class. Each student in the study group will be required to present a part of the reading. (C) 33.3% - Round Tables. The round tables are a culminating panel discussion in which each student responds to a set of prompts for that section of the course. Each student will be assigned to one round table. NOTE: Attendance. Absences: More than 3 absent days will result in 0.5 points off per unexcused absence on a 100 point scale. Three unexcused absences are allowed without penalty.

25% Journal (3). This is your opportunity to engage with the course readings on a personal level. Include only information that would be appropriate for me to read. I encourage you to keep a wider journal of your experience of the course for your own posterity. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements.

30% Abstracts (3). Explain the central argument/contention (or take-home message) of the assigned readings in paragraphs that are 5-7 sentences (strict limit), drawing upon three (3) major pieces of evidence used in the reading to support that argument/contention. In this assignment, you are working on developing analytical distance and analytical neutrality or clarity. In some ways, it is the

opposite of personal engagement. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements.

35% Final Essay. Each student will write one 6-page essay in response to a choice of two essay prompts. Use Chicago Manual of Style in-text citations and full reference page. The final essay will be due on Canvas on the day and time of the scheduled Final Exam for this course. There is no final exam for this course. You will be asked to distinguish between analytical distance and personal engagement with the materials, and to demonstrate both. When in doubt, analytical distance should come first. You may draw in some part upon your abstracts and journals, as appropriate to answering the essay prompt. Essays are limited to the readings from class. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements.

GRADING SCALE

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C - 70-72

D+ 67-69

D 63-66

D- 60-62

E Below 60

Instructor(s) Patricia Sohn
To Be Announced