Agocs
Global California (CRN 31090)

This course aims at making students aware how local processes and identities are shaped by processes of globalization and how global processes are modified by local conditions (often referred to as “glocalization”). In the first half of the semester we will read and discuss some recent and classical approaches to globalization, touching on issues such as global economic processes, migration, technology, cultural diffusion, and environmental problems. Examples include marketing techniques to make international products appealing to local markets; the global spread of sports such as soccer; and influences of globalization on local food, culture, and lifestyles. For their research projects, students will focus on and investigate one of these issues as it plays out in the Stockton and Central Valley region.

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Albala
Gothic to Modern: The Arts and Culture of Europe (CRN 31207)

An intensive chronological exploration of the art, architecture, music, literature, food, fashion and everything else between the late middle ages and the 20th century. Students will look, listen and use all their senses to understand the great efflorescence of the arts in Europe during the past five centuries. Each week of class meeting will focus on a different period to gain a full appreciation of how aesthetic values informed taste and perception among various different media and how historical events and ideas shaped the production of material culture. We will examine not only the fine arts, but household wares, folk music and pottery, garden design, and everyday objects to understand what they can tell us about the past. This course is explicitly designed to address the question of what constitutes a good society: one in which the arts flourish and are well supported by the general populace. The examples drawn from this course provide only one set of possible solutions to this question, obviously the arts have flourished in many cultures around the globe.

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Becerra
Stigmas & Society (CRN 32149 & 30656)

The “S” word is not a bad word. It is associated with one of many stigmas present in our society. Suicide and its underlying mental issues are just a few of the stigmas that can be identified in our society. This course will explore how stigmas impact a good society. The course will look at the history of stigmatization, its effects on society, and its evolution into our modern age. Students will create their own community action plan, in relation to course material, to combat the stigmas present in their community/communities based on their areas of interest. Students will actively go out and implement their ideas with the support of community resources/allies/partners with the goal of erasing social stigmas for the good of our society.
Boboc
Legal Iceland: The Sagas (CRN 31200)

Founded between 870 and 930, medieval Iceland was, according to William Pencak, “the closest approximation of an anarchist or libertarian republic.” With only five courts and one paid official, the Law-Speaker, the Icelandic republic was the epitome of expediency. The courts and the sagas gave a sense of cohesion to Icelanders, who refused to bow to the more coercive Norwegian monarchy. What can a modern reader gain by studying the Icelandic Sagas? Apart from the joy of reading adventures about formidable women, wise sages, unlikely heroes, unjustly persecuted outlaws, and politically astute manipulators, a modern reader is given the opportunity to think creatively about the main question that is also at the heart of American legal and social order: How can courts ensure justice while preserving the peace and the republic at the same time? We shall further our understanding of what constitutes a good society through an array of readings and reacting-to-the-past games. The games will breathe life into the sagas’ most complex characters and help us think our way through conflicting legal codes – pagan v. Christian, vengeance v. compromise, republican (Iceland) v. monarchical (Norway) and formal v. informal. Mainly, we’ll have fun.

Day
The Digital Citizen and Self (CRN 30649)

Internet communities require that we examine issues of what constitutes good citizenship and who we are just as we do in communities in the un-mediated real world. Through discussion, readings, following current events, experience in a user-constructed world created for the class (Opensimulator), experience in a designated MMORPG similar to World of Warcraft, participation in blogging and online forums, and reflection on interaction on Facebook, we will critically examine what it means to be a “good citizen” in a virtual and mediated world. The citizenship themes of the common good, civil discourse, the social contract, confusion of the consumer and citizen, national vs. world citizenship will as well as some that arise from the uniqueness of digital communities such as the real vs. the fictional self. The blog and forum troll, the virtual world “griefer,” the forum anonymous character assassin, and the tasteless or malicious social networker will be examined to understand why people engage in such behaviors and what can be done to respond to them. Additionally we will explore how the “culture” of Internet communities limits or predisposes what we can become and in the process creates multiple selves that we somehow must manage.

Eikenbary
Religion in America (CRN 30648)

This course will examine the critical role of religion in American society, politics, ethics, and cultural development, from its colonial origins to its changing and rapidly diversifying contemporary expressions. Students will question and research the nature and role of religion in American society in the past and in the present. They will ask if religion is a necessary component for a good society, or is it a hindrance to progress and unity? Is the United States
better or worse off due to our religious history? What can we learn from our religious past that might help move us to a better more unified future? Students will have the opportunity to do a fieldwork assignment of attending a variety of religious services to observe through a critical lens.

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Evans

Crime, Punishment & Justice (CRN 30654) (CRN 30660)

This course examines the ideal society in terms of several questions related to the causes of criminal activities and behaviors, the most effective ways to reduce the threat of crime in American society, and the philosophical underpinnings of Western notions of justice. We will examine these questions from the literary, the philosophical, and the sociological perspectives. In particular, we will define criminal behavior as it contrasts the “good” society, using the ideas of Plato and Dr. Martin Luther King. We will examine some of the causes of crime, especially the link between poverty and crime, psychological disorders and criminal behavior, and the influence of the media. In answering the question, “What measures reduce crime?” we will examine punishment and rehabilitation. Two books, Tragic Flaws by Scott Evans and The Evil Next Door by Amanda Lamb, will allow us to examine these issues from both a philosophical and a literary perspective. Dostoefsky’s Crime and Punishment & Camus’ The Stranger are recommended but not required.

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Fortuna

What Should We Put Up With? (CRN 30665) (CRN 30651)

The purpose of this course is to introduce students to what many consider to be a central concept for a good society. Specifically, we will be considering the concept of toleration. Among other issues, we will be concerned with the following questions: What is toleration? What role can/should it play within a good society? Is such a concept coherent? Is toleration valuable, and if so, why? How can toleration be justified? What are its limits? On what basis should things not be tolerated? We will approach these issues through a close examination of both primary and secondary academic literature within the fields of philosophy, political science, history, law, and religion. We will also draw upon film, news articles, and blog posts which grapple with these issues—both in order to help deepen our understanding of the theoretical aspects of this concept, as well as bring to life the ways in which we still struggle with the question of toleration today.

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Giraldez

Dinosaurs to Climate Change (CRN 30658)

This course covers from the Big Bang, the formation of the solar system, the geological configuration of the planet, the origin of life on Earth, to the evolution of humans, and the ever-unfolding story of humans on Earth, rom hunter and gatherer bands to a global society connected by electronic means. The course attempts to integrate in a single narrative diverse fields of scientific knowledge to provide a map of what is known, through the interlocking of casual explanations across disciplines. The class’ overarching topic is energy, its flows and its relation to complexity in nature and in human societies. The second category is what David Christian calls the "communicative efficiency" that has allowed
our species to become the first in the history of the planet in which learned information can accumulate within the collective memory.

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**Grady**

**A Prosocial Society (CRN 31203)**

Prosocial behaviors refer to responses intended to aid another, such as sharing, informing, being helpful, and showing sympathy and concern. Building on *The Happiness Hypothesis* in Pacific Seminar 1, we will evaluate what science has revealed about the role of prosocial behavior in society. We will explore questions like what are prosocial behaviors, and how do we cultivate them? Are prosocial behaviors uniquely human? What are costs and benefits of being prosocial? Service learning will be required in this class: students will apply what they are learning about being prosocial on campus or in the broader community.

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**Guzman**

**Music’s Influence on Society (CRN 30657) (CRN 30650)**

Music’s influence on a society is immeasurable. Individuals have fallen in love, found themselves, fought, protested, exposed societal issues and discrimination, established memories, acted violently, grieved, celebrated, migrated and even birthed children to the sound of music. In this course we will analyze and assess the impact of music on society and how it helps to build the parameters for “A Good Society”. Some themes that will be presented and explored are: Music and the Body, Music as Therapy, Music and Gender Roles; Music and Life Goals; Music and Relationships; Music and Immigration; Musicians as Idols; Music and Visual Media; Music and Civil Rights; Music and Violence; Music and Politics, Music and Rites of Passage. With the help of readings, presentations, songs, albums, documentaries, personal accounts, and biographical accounts of musicians, singers, songwriters, and producers we will be able to explore the methods and processes of music’s ability to captivate and inspire a person, society, community, race, and family. Important Note: You do not need to be a Music major or artist to be successful in this course; but rather appreciate music’s contribution to you and society at large.

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**Hamilton**

**War, Peace, and Religion (CRN 30645) and (CRN 30820)**

War and religion have a long and often confusing relationship. The current conflicts in Iraq and Afghanistan illustrate this: how does religious conviction factor into the way we describe these “wars”? Is religion (of any sort) inherently violent? Isn’t “peace” also a common religious concern? This course will examine the phenomena of war and peace and religion by surveying the basic teachings and practices of the world’s great religions (Judaism, Christianity, Islam, Buddhism, Hinduism) as well as other, smaller and more local traditions. Picking up themes from Pacific Seminar 1 (citizenship, church and state, ethics), some of our work will be historical survey—what have religious traditions said and done in the past; some of our work will be contemporary analysis; and some of our work will be theoretical—what is it about religion as such that seems to pursue both war and peace? Students will read in original and secondary
literature, visit some local houses of worship and local clergy persons, and present their finding in formal research papers and in class presentations.

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Javier-Casillas

Women of Color in Lit Arts (CRN 31215 & 30659)

At one point in our lives we have read a body of written work that has spoken to us on the most basic human level - giving voice to our emotions, revealing biases, expanding our knowledge and imagination, and inspiring action. Women of color have used the literary arts as a platform to express their creativity, generate understanding of various lived experiences, and challenge mainstream discourse. Throughout the course we will explore various literary art forms completed by women of color authors. Students will read fiction novels, academic theory, personal essays, poetry, graphic novels and playwrights in order to create a dialogue around “what makes a good society.” We will see the ways in which This Bridge Called My Back explored issues of intersectionality, and synthesize how graphics and words come together in the graphic memoir, Persepolis. Across the forms, we will analyze the themes that emerge as a result of breaking boundaries and creating art forms which allow them to embrace their identities. We will read between the lines of groundbreaking text and identify how technology has made the work and words of newer authors accessible in the modern world. An increase in representation of women of color in the literary arts is a recent phenomenon with endless artistic possibilities.

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Jontof-Hutter

A Place in Space (CRN 32152)

Our Place in Space: Exploration and Survival.

Eventually, the Earth will be uninhabitable. In this course, we will explore the prospects for humans to migrate to other planets or between the stars. What are the most difficult challenges in space exploration, and what technology will be required for us to survive in space? What kind of society will we need to embark on this journey? Can we develop the technology to explore the stars without destroying ourselves? Do we have the power, and do we have the right to colonize other planets? What are our expectations in searching for life and intelligent life elsewhere? How are scientists trying to answer the question: are we alone? Is our society ready for first contact with intelligent life elsewhere? What is a reasonable plan for our species on the time scales of decades, centuries and millennia? In this course we will answer these questions, by examining our progress in space exploration and considering the technical and social challenges that remain.

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Klunk

Shaping an Ethical Society (CRN 30652)

This course uses immersive role-playing games based on critical historical events to think about what is a good society. The course opens with students playing The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993. In this game students will play roles based on the actual participants in this pivotal event. After reading important historical texts from Stephen Biko, Nelson Mandela, and others, students will simulate the Multiparty Negotiating Process through which South Africans grappled with challenging issues of democracy and justice in
creating a post-Apartheid society. Having experienced how to learn by playing, students will propose projects to develop their own games based on other rich historical settings in which societies made critical decisions about their futures. Students will do research to write the essential materials for a game, including an introductory scenario that outlines the historical situation and an annotated bibliography of primary materials that game players would read to inform their game play.

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Kung
The Global Cold War (CRN 30922)

For four decades during the second half of the 20th century, ideological conflict between the United States and Soviet Union profoundly shaped the everyday experiences of peoples worldwide and notions of what constituted a “good society.” What kinds of ethical and aesthetic values, for example, were associated with being a liberal, capitalist Cold Warrior in this country – and how did American diplomats and ideologues seek to propagate them? How did states such as China and Russia both mold their citizens into ideal communist subjects and forge ideological solidarities across national boundaries? How far do these Cold War values resonate with us today? What lessons can governments and communities learn from the successes and failures of capitalist and socialist societies? In this seminar, we will consider these and other questions, take up topics such as science, religion, and sport, and engage with literature, art, and film to reckon with the impact of the global Cold War on society and culture, then and now.

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Lund
Social Science in Daily Life (CRN 32151)

If left out in a public area, people are more likely to steal soda than money. People judge a picture of a person wearing red as more attractive than a picture of the exact same person wearing another color. Why do humans act and interact in the most peculiar of ways? This class will examine the fascinating and sometimes irrational nature of human behavior. Academically popular and authoritative texts by Professors Dan Ariely and Robert Cialdini will act as the gateway to our review of social science literature. The “informal participation” portion of our class will consist of analyzing popular science studies dealing with human behavior. That analysis will bolster our “formal participation” - student generated qualitative research projects.

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Lund
I Take the 5th, and the 4th (CRN 32154)

This course examines the 4th and 5th Amendments to the Constitution. Because the Bill of Rights describes what government cannot do, our study of the amendments will explore the limits of governmental authority. Specifically, our study of the 4th amendment will analyze the validity of various government intrusions into Life, Liberty, and Property. Our study of the 5th amendment will analyze rights of the criminally accused. The 5th amendment also prompts a critique of governmental property seizure.
Mathis
Public Health and Belief (CRN 31201)

A good society will respect cultural and religious beliefs while also protecting the health of individuals and of society as a whole. However, these priorities often clash in fundamental ways that challenge the ability of health care professionals to protect their patients and of individuals to live by the tenets of their deeply held beliefs. This class will draw on medical anthropology and examine case studies that include non-compliance with doctors by immigrant communities here in the United States, vaccine refuse by wealthy American mothers, and mistrust of Western medicine in cultures outside of the US. These case studies become particularly important when the decisions of individuals impact the health of others around them, such as the recent concern over the loss of herd immunity or the choices that parents make for their children. We will look at the cultural logics behind various refusals of medical care, the political and commercial interests that are involved in shaping beliefs, the ethical issues involved in intervening in medical care decisions, as well as the practical responses of those in public health—what interventions do or do not change people’s minds about the decisions that they make in engaging with the medical community.

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Mayberry
Punk, Metal, & Meaning of Life (CRN 31209)

During the mid-1970s, two new aggressive styles of music arose jointly in the British and American undergrounds as reactions to mainstream commercialization of rock. The initial impetus for these movements came from predominantly poor, young, and discouraged men who felt that their personal views of “what constitutes a good society?” were not being heard. Nevertheless, the influences of these early movements have persisted and woven their way into mainstream music over the past 40 years, influencing society for better or for worse. In this course, we would like to investigate both the positive and negative influences of the two broad genres, drawing upon our own experiences and the experiences of our students to investigate societal impacts of the movements. We will discuss questions such as “What role has gender played in the formation of punk/metal?”, “What are the politics of punk/metal?”, “What are the economic and cultural backdrops and implications of punk/metal?” and, ultimately, “Have punk/metal had a positive or negative affect on our society?” Students will also be encouraged to investigate what punk/metal means to them on a personal level through the contextual exploration of songs and/or bands that have impacted their lives.

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Meyer
Economics and Social Welfare (CRN 32235)

Pacific Seminar II examines the question, “What Is a Good Society?” This section will focus on contributions economists have made to answer the question, in particular what they have written about economic organization and economic policy. We will look at policy on markets. Do we get the best results if we let markets run without regulation? When should the government step in and regulate markets? What can it do when there are problems of pollution? Scarce resources? Ignorant consumers? Dangerous conditions? Collusion? We will look at problems of workers. Is society improved by policy on discrimination? Collective action? Minimum wages? Can these problems be addressed locally, nationally or internationally? We can look at problems of
entire countries. What can a country do to develop? Should it protect its own industries or join
the WTO and engage in international competition? We can look at what is the best macro-
economy. Should policy fight inflation, unemployment, or stagnation? We address the theme
“What Is a Good Society?” by looking at economic problems and solutions. We will look at various economic problems, from unemployment to poverty to natural resource depletion to underdevelopment, and compare the answers given by various economists, from laissez-faire to socialism. Our objectives include having students understand the economic causes of many problems. We expect you to analyze some economic problems, consider the
various solutions, and evaluate them, often from the perspective of who is served and who is hurt
by a policy proposal. Specialists from the department in various areas from development to
international to labor to resource economics can be available for particular issues. Readings will
include modern texts written from the “economic issues” perspective. These texts are not
meant to teach Economics 53 and 55 level introductory microeconomic and macroeconomic
theory (much less Economics 101 and 103 intermediate level theory or 160 mathematical theory),
but to get students to think about economic issues. We will also examine some primary sources,
from Adam Smith advocating laissez-faire in The Wealth of Nations to Karl Marx advocating
revolution in his Manifesto to John Maynard Keynes advocating strong government intervention
in his General Theory. Finally, you will learn to find and use scholarly sources (such as
the Journal of Economic Perspectives) and distinguish them from popular sources (such as The
New York Times or the Wall Street Journal.) You will have the freedom to choose paper topics
and read according to your interests as the course progresses.

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Roberts-Camps
Ecocriticism: Latin American Lit (CRN 30655)

This course will examine the relationships between people and their natural environment in Latin
America, with a special emphasis on the representations of the natural world in Latin American
literature and film. Ecology and the impact of men and women on their natural surroundings
have become central topics of discussion in Latin American culture and society. The discussion
topics for the course include 1) the various manifestations of the natural world in Latin American
cultural texts, 2) the study of ecofeminism and the relationship between the subjugation of women and the domination of nature, 3) human accountability to Latin America’s
natural resources, 4) and the natural environment as a living entity that influences Latin American culture and policy. This course also examines the ways in which our definitions of what is a good
society blend as well as clash with the natural world.

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Ruiz-Huston
Multiculturalism & Social Justice (CRN 31019)

Crash in relationships, understanding of one’s identity, and being knowledgeable of others is key
to understanding multicultural and social justice issues. This course will examine the
multicultural experience of groups and individuals in the United States. Students will learn
about power, difference and discrimination that various groups have encountered in this society.
Students will become culturally aware of social issues that affect various groups and their own
identity. How can we improve communities that have been traditionally marginalized? How
effective is a multicultural society does it work? We will examine the experience, contributions
and dilemmas of African Americans, Latinos, Asians, and Native Americans in the U.S. This course will assist students in learning on how to exchange cultures and how to deal with multiculturalism. What does social justice mean and what can a citizen do in this society based from their own perspective to improve it? We will have guest speakers from Stockton’s local leaders representing these communities. Students will be challenged to go outside their cultural realm and to focus on a particular group and how they can improve the local community. Interviews or a community service project will be required.

**Savelieva-Thompson**  
*Society in Fiction & Film (CRN 30646)*

Can a person be good in modern society, and if so, how? The goal of this course is to explore this question in greater depth. In doing so, we will read 3-4 novels and screen several feature films. Each of these works encompasses the question of the individual within modern society. Also, each work touches upon the quest for identity and meaning. The course will require three essays: these papers will form the basis for an original research paper. Students who enjoy reading novels and poetry are strongly encouraged to enroll.

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**Schmeling**  
*Meeting in the Melting Pot (CRN 31061 & 30653)*

How does your cultural background influence and shape your view of the world and of other people, and how do you interact with others as a result of this? How do belief systems, values and behaviors vary across cultures? We will focus especially on friendship and family relationships in this context. This class will explore these questions with a three-fold approach: Firstly, we will be looking at the “hard facts” and examine relevant cross-cultural research. We will be focusing especially on the concepts of Individualism and Collectivism. Secondly, we will combine those hard facts with contributions from fiction, autobiographical narratives, film and radio that shed further light on the questions of our cross-cultural differences (or similarities!). Lastly, we will draw from our personal experience: the final project of this class will be to develop a written narrative examining one's beliefs and values drawing on the material covered in the class. In addition, there will be a group research project, where students will come up with their own research question and present their results to the class. Required readings for this class will come from an immigrant anthology with fictional and autobiographical contributions, as well as scholarly articles.

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**Silvers**  
*Music as Protest (CRN 30666)*

Music has historically given a powerful platform to composers, performers, songwriters and activists who use contemporary musical language to express, promote and defend the fundamental values, beliefs and rights of their societies. Throughout our country’s existence these musical commentaries have played a significant role in social, political and economic upheavals. They encourage greater social awareness, civic engagement, civil action and activism and have the capacity to affect deep cultural and political change.
In Music as Protest we will examine significant protest movements of the past 150 years in the United States and what role musical form and language play in these movements. We will explore how music is used to illuminate and confront such societal issues as freedom, inequality, democracy, free speech, trade and commerce, environmentalism, and social justice. Music surveyed will include peace and abolition songs of the Civil War Era, union and labor songs, music of the Civil Rights Era, anti-Vietnam and Iraq War songs, the music of the WTO and Occupy Wall Street protests, and recent music of the Black Lives Matter movement that addresses structural racism and police brutality.

No prior musical experience or background is required to attend this course.

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Sylvia

Money, Food, and Love (CRN 31202 & 31206)

Our moral judgements, likes, dislikes, and interactions with others are shaped by the culture in which we were brought up; by definition, these personal reactions are all subjective. Thus, every culture has its own standards by which it defines a good society. For example, a happy and successful life in the United States is often defined by individual professional achievement, hard work, and financial stability. In other cultures, it might be defined by other aspects of human life, such as family ties, an adequate balance between work and leisure, or cultural refinement. In this course, we will look at contemporary American society and its values from the French perspective. We will read psychological and sociological essays, articles, and blogs, and watch movies. Throughout the semester, readings and discussions will concentrate on the experiences of the French in the United States and their perceptions of three areas of American society: work environments and money; the role of food; and personal relationships, such as love, friendship, and family. In a research paper at the end of the semester, students will have the opportunity to conduct original research on the perception of American society by a culture of their choice.

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Thiel

Divided By Faith (CRN 31208 & 31473)

When Alexis de Tocqueville toured the United States in 1830 he described the unique American tension of religion and democracy as a “harmonization of heaven and earth.” One might suspect that if Tocqueville returned today and witnessed the searing inferno of rhetoric regarding church and state he might invoke a different metaphor. This course relates to the overarching theme, “What is a Good Society?” Although church and state are kept separate by the US Constitution, religion and politics are often connected in a number of ways and mutually influence each other. A glance at the major news stories in recent years (Supreme Court nominees, justification of war, stem cell research etc.) reveals that the American society continues to live in the tension of the first amendment. This course connects most closely to the chapters in PACS 1 on the family and interpersonal relationships, civil society and the proper role of the state, as we will discuss the hotly contested role of religion in these three aspects of American life. This course will examine contributions from Native American traditions, religious thinkers and activists, constitutional
framers and theorists, and the implications of significant court decisions. Historical and contemporary church/state dilemmas will be examined and critiqued as we seek to form a more civil society.

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Thiemann
Insects, Disease, and Society (CRN 30662)

This course is an introduction to insects and the diseases that they carry – focusing on how these diseases affect society and how society affects these diseases. This PACS 2 section is designed for students with little or no science background and will help students achieve a level of scientific literacy. We will look at current news topics and learn to separate science from pseudoscience. Additionally, the course will introduce the history of insects and disease throughout the world. It will also cover recent epidemics and the effects of socioeconomic status on these outbreaks. Students will examine popular topics, such as climate change, vaccination, and the use of genetically modified organisms, concentrating on how these topics relate to the spread and control of insects and disease, as well as how they affect broader society.

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Wells
Yoga and Transformation (CRN 32150)

According to a 2016 report, 28% of all Americans have participated in a yoga class at some point in their lives. Yoga is a multibillion-dollar industry and has become ubiquitous in mainstream American culture. In addition, the benefits of yoga are espoused by the latest scientific research and includes reduction in stress, weight loss, better sleep, and improved focus. But what does it mean to be a yoga practitioner in the 21st century? And does a yoga practice transform us into better citizens and therefore into a better society? This course will explore this question by examining the history of yoga, yoga philosophy, yoga practice, as well as social, economic, and political issues surrounding modern-day yoga. Students will regularly practice yoga philosophy and techniques together to see for themselves whether or not yoga is truly transformational. No previous experience with yoga is required and students of all abilities are welcome to take this course.

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Zhao
Evolution of Medicine (CRN 30663)

In the course, we will research, present, and discuss the history, present and future of medicine development and related areas. Skills in literature reading, analysis and critical thinking will be emphasized. Students will use the discussion platform to gain an understanding of the roles of science in medicine evolution, the impact of medicine in society, and critical positions of ethical consideration. Grading will be based on writing assignments, discussion, class presentation, peer review and a final paper.

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Zorea
And Justice for All (CRN 30647)

This course will explore the complex relationship between the rule of law and the good society. This course is designed to explain the law though the same case-briefing method used in all major law schools. By learning how to “think like a lawyer,” students will develop an understanding of how the law is organized, applied, and the particular moral and philosophical issues that are raised in the context of legal dispute. Class time will be spent analyzing relevant
legal cases, applying legal theories, and practicing arguments. You should have ample opportunity to develop and demonstrate strong listening, thinking and speaking skills. The course will be divided into an introductory overview and three sections. The first section will concern obligations which arise under civil law. The second section will cover obligations which arise under criminal law. The final section of the course will concern the obligations that society owes its citizens—constitutional law.