



New Course

Catalog Course Title: JLC-281 Introduction to Legal Studies Research

Name and contact information for future correspondence:

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Academic Unit - School/College:

CAS KSB SOC SIS SPA SPExS Other:

Teaching Unit - Department or Program: Justice, Law & Criminology

Date effective:

Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	JOE YOUNG		1/22/17
EPC Chair	Susan Glover		2/2/17
Primary Academic Unit Assoc. Dean	Saul Mervin		2/1/17
Second Academic Unit Assoc. Dean			
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

Date sent to the Office of the University Registrar:

I. Identifying Information

- a. **Proposed effective date:** AY 2017-2018
- b. **Academic Unit:** SPA
- c. **Teaching Unit:** JLC
- d. **Course Title (Generally a limit of 30 characters including spaces):** Introduction to Legal Studies Research
- e. **Course Number:** JLC-281
- f. **Credits:** 3
- g. **Prerequisites:** N/A
- h. **Course description for University Catalog:** This course introduces the wide array of methodologies employed in legal studies related to the humanities and social sciences. It provides the knowledge and skills necessary to design, conduct, and present a scholarly research project. The puzzles and research questions that motivate scholars in legal studies as well as the different methods used to collect and analyze evidence systematically and logically will be discussed.
- i. **Grade type:** A/F only
- j. **Expected frequency of offering:** Every term
- k. **Note all that apply:** Research methods course

II. Rationale

- a. **Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department.** This course is intended to provide a research methods course for Law & Society BA students. It will mirror the JLC-280 Introduction to Justice Research requirement that is part of the Justice & Law BA. It will be a requirement for all Law & Society majors.

Will the course require students to pay a special fee associated with the course? No

- b. **Has the course previously been offered under a rotating topics course or an experimental course number? If so:**

- i. **Semesters/year offered:** N/A

- ii. **Course number:** N/A

- iii. **Instructor:** N/A

- iv. **Enrollment:** N/A

- v. **What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?** N/A

- c. **Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.** N/A

- d. **Estimate the enrollment per semester:** 15-20

- e. **Does your teaching unit's classroom space allotment support the addition of this course?** Yes

- f. **Are present university facilities (library, technology) adequate for the proposed course?** Yes

- g. **Will the proposed course be taught by full-time or part-time faculty?** Full-time

- h. **Will offering the new course involve any substantial changes to the scheduling of existing courses?** No

- i. **What are the learning outcomes for the course?**

- Articulate a research question appropriate for research in legal studies fields.
- Design and write a methodologically sound research design.
- Read, synthesize, and analyze legal studies scholarship.

- Critically examine and compare/contrast diverse methodological perspectives in designing an international studies research project.
 - j. **How will those outcomes be assessed?** Those outcomes will be assessed through written assignments (literature review, research topic statement, annotated bibliography, research proposal, fellowship/grant opportunities) and participation.
 - k. **What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.**

III. Catalog Copy

Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

Introduction to Legal Studies Research (3) This course introduces the wide array of methodologies employed in legal studies related to the humanities and social sciences. It provides the knowledge and skills necessary to design, conduct, and present a scholarly research project. The puzzles and research questions that motivate scholars in legal studies as well as the different methods used to collect and analyze evidence systematically and logically will be discussed.

JLC281 Legal Studies Research Methods

Draft Syllabus

Course Description:

This course is designed to introduce you to the wide array of methodologies employed in the study of fields of legal studies related to the humanities and social sciences. It is designed to provide you with the knowledge and skills necessary to design, conduct, and present a scholarly research project. In doing so, this course will introduce you to the puzzles and research questions that motivate scholars in legal studies as well as the different methods used to collect and analyze evidence systematically and logically. You should leave the course with a thorough understanding of the *mindset of research*—what it means to conduct *research* as opposed to other forms of inquiry and argumentation, as well as the ability to understand and evaluate research from different methodological perspectives.

Course Objectives:

This course will:

- Help you gain an appreciation for the diverse methodological perspectives through which scholars engage in international studies research.
 - Improve your understanding of the topics that scholars research in international studies.
 - Examine the research methods that scholars in legal studies fields employ.
 - Teach you how to write annotated bibliographies, literature reviews, and research proposals
 - Develop your critical capacity for research.
 - Teach you how to identify suitable fellowship and grant opportunities to support a research project
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Learning Outcomes

Students who successfully complete the course will be able to:

- Articulate a research question appropriate for research in legal studies fields.
 - Design and write a methodologically sound research design.
 - Read, synthesize, and analyze legal studies scholarship.
 - Critically examine and compare/contrast diverse methodological perspectives in designing an international studies research project.
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Attendance and Participation

Attendance is *required*, and active participation is expected of each student. You are expected to complete all the readings listed on the syllabus prior to the class session for which they are assigned. You should take notes on the assigned readings and come to each course meeting prepared to discuss the assigned material in detail. Bringing a copy of the article to class or opening your computer to quickly skim the abstract does not count as having studied and mastered the content.

Active participation entails more than just answering questions on the assigned material, and much more than simply “saying something” in class. An “A” participation grade indicates that you have demonstrated your knowledge of the course material and that you have also been an engaged participant in class. To participate effectively, remember that quality is more important than quantity! *Most importantly, your comments and questions should be grounded in the assigned readings.* In plain language, attending class but not engaging in discussion constitutes satisfactory (C-range) participation at best. I recognize that there are a variety of participation styles, and that not everybody excels in a general discussion environment. At the same time, discussion and debate is an integral part of studying (and doing!) international affairs, and a measure of verbal participation is expected of each student. Please feel free to visit my office hours or email me if you have any concerns regarding participation.

Student in-class presentations: A different group of students each week will be required to introduce each week’s readings from week 1 through week 4 and week 6 in 15 minute presentations. In the final two weeks of the course each student will be required to make a presentation (15 minutes) on his or her research proposal.

Writing Assignments

Students will be required to complete written assignments: 1) Practice Literature Review; 2) Research Topic Statement; 3) Annotated Bibliography; 4) Research Proposal; 5) List of Fellowship/Grant Opportunities

Course Outline

Week 1: What is Research: From Idea to Topic

Discussion Questions

- What makes a good research question? What are some common mistakes in developing a research question?
- What topics are of interest to you? Why? What puzzles exist in this topic that might make for a good research question?
- Beyond your general interest, where should you look to find puzzles and potential research questions?
- Difference between primary and secondary sources

Required Readings: Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams, *The Craft of Research*, 3rd ed. (Chicago: The University of Chicago Press, 2008): 1-49.

Recommended: Five-Section Online AU Library Tutorial on Informational Literacy for Students: An Introductory Overview

Week 2: Developing Research Questions & Designing a Research Strategy

Research Librarian (Olivia Ivey) Presentation

Discussion Questions

- What is the underlying problem for your research topic? Can you place your topic and question into the structure discussed by Booth et al.?
- What are the *general research questions or topics* that might be related to your specific question?
- What is the purpose of an annotated bibliography?
- What mistakes do researchers often make in evaluating or discussing the claims of others?
- What can be done to strengthen your own claims?

Required Readings: Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams, *The Craft of Research*, 3rd ed. (Chicago: The University of Chicago Press, 2008): 50-102.

Recommended: Five-Section Online AU Library Tutorial on Informational Literacy for Students: An Introductory Overview

Week 3: Approaching a Literature Review

Discussion Questions

- What is the purpose of a literature review? What distinguishes a good literature review from a bad one?
- What are the key elements to a sound argument?
- How can we evaluate a claim?

Required Readings: Chris Hart, *Doing a Literature Review* (London: Sage Publications, 2009): 1-78

Week 4: How to Write a Literature Review

Required Readings: Chris Hart, *Doing a Literature Review* (London: Sage Publications, 2009): 79-206.

Week 5: Practice Literature Review

Assignment: Literature Review: In 5-6 pages you will survey the scholarly literature in the assigned readings to synthesize and analyze the ways in which other researchers have approached topics and questions similar to your own. The literature review paper should demonstrate that you can provide an overview of the *scholarly* literature on your topic, organize and analyze this literature and the main methodological approaches used to investigate your topic, and provide a rationale for your own proposed research. In particular:

- Reference the most important contributions of other scholars.
- Discuss the theoretical scope or the framework of ideas that will be used to back the research.
- Demonstrate that you are fully conversant with the ideas you are dealing with and that you grasp their methodological implications.
- Indicate the open problem which then will be the motive for your project. State clearly how your research will contribute to the existing research.

In class debate: the class will be divided into three groups representing one of the three sides in this debate over criminal law in 17th-century England.

Required Readings: Douglas Hay, "Property, Authority and the Criminal Law," in *Albion's Fatal Tree: Crime and Society in Eighteenth-Century England*, ed. Douglas Hay et al. (New York: Pantheon Books, 1975), 17-63; John H. Langbein, "Albion's Fatal Flaws," *Past and Present* 98 (1983): 96-120; Peter Linebaugh, "(Marxist) Social History (Conservative) Legal History: A Reply to Professor Langbein," *New York University Law Review*, 60 (1985): 212-243; Harold J. Berman, "The Transformation of English Criminal Law," Chapter 10 from: *Law and Revolution, II: The Impact of the Protestant Reformation on the Western Legal Tradition* (Cambridge: Harvard University Press, 2003), 306-329.

Week 6: Advanced Literature Reviews: Critiques of a Scholarly Field

Required Reading: Robert W. Gordon, "Critical Legal Histories," *Stanford Law Review* 36.1/2, (1984), 57-125.

Recommended: Christopher Tomlins, "After Critical Legal History: Scope, Scale, Structure," *Annual Review of Law and Social Science*, 8 (2012): 31-68; Christopher Tomlins, "What is Left of the Law & Society Paradigm after Critique – Revisiting Gordon's 'Critical Legal Histories'," *Law & Social Inquiry*, 37.1 (2012): 155-166; Susanna L. Blumenthal, "Of Mandarins, Legal Consciousness, & the Cultural Turn in

U.S. Legal History.” *Law & Social Inquiry*, 37.1 (2012): 167-186; Laura Edwards, “The History in ‘Critical Legal Histories’,” *Law & Social Inquiry*, 37.1 (2012): 187-199; Robert W. Gordon, “Critical Legal Histories Revisited: A Reply,” *Law & Social Inquiry*, 37.1 (2012): 200-215

Week 7: Designing a Research Proposal: Topics, Problems and Sources

Dr. Paula Warrick, Director, Merit Awards Office Presentation on Fellowship Opportunities

Discuss: Sample Fulbright Fellowship Research Proposals

Required Readings: Chris Hart, *Doing a Literature Review* (London: Sage Publications, 2009): 207-208; Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams, *The Craft of Research*, 3rd ed. (Chicago: The University of Chicago Press, 2008): 106--170.

Week 8: Research for Proposal

Research Proposal (5-7 pages) should cover the following:

Research Project Title

Abstract/summary statement of the research project: This one page summary focuses on the research topic, its new, current and relevant aspects. Strive for clarity; your greatest challenge might be narrowing the topic

Objective of the research project: Give a concise and clear outline of the academic (possibly also non-academic, e.g. social and political) objectives that you want to achieve through your project. Your proposal needs to show why the intended research is important and justifies the search effort. Here you outline the significance (theoretical or practical) or relevance of the topic. Such justification may either be of an empirical nature (you hope to add to, or extend an existing body of knowledge) or of a theoretical nature (you hope to elucidate contentious areas in a body of knowledge or to provide new conceptual insights into such knowledge). All research is part of a larger scholarly enterprise and candidates should be able to argue for the value and positioning of their work.

Outline the project: This is the central part of your research outline.

- Detail your research procedure within the given time.
- List sources and quality of evidence you will consult, the analytical technique you will employ, and the timetable you will follow. Depending on the topic, suitable research strategies should be defined to ensure

that enough and adequate empirical data will be gathered for a successful research project.

- Describe the intended methods of data gathering, the controls you will introduce, the statistical methods to be used, the type of literature or documentary analysis to be followed, etc.

Describe and evaluate primary sources of evidence: what is the nature of this evidence, how does it relate to your research goals and methods, what are its strengths and limitations.

No class meeting; individual appointments with students

Week 9: Research for Proposal

Research Statement Topic (400 words) due:

Written component: To begin the research process, you will identify two general topics that you might be interested in researching. For each interest area you will also identify three sources for the topic area, specify a preliminary research question, and identify the main components of the proposed research.

Meeting component: After submitting your preliminary research questions you are *required* to meet with me during office hours to discuss your proposed research topics. These meetings will take place in the week between after submitting your proposed topics and questions, and prior to the due date for the literature review paper so that you may incorporate your revised research topic and questions into the literature review. An online sign-up sheet will be posted to allow you to reserve a specific meeting time.

No class meeting; individual appointments with students

Week 10: Research for Proposal Continued

No class meeting; individual appointments with students

Week 11: Writing Research Proposal

Annotated bibliographies (listing 40 primary and secondary sources) due: An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Week 12: Presenting Research Proposals

Research proposals due

Students will make presentations on their research proposals to the class

Week 13: Presenting Research Proposals Continued

Students will make presentations on their research proposals to the class

Week 14: Researching Fellowship & Grant Opportunities

Assignment due: each student prepares a list of 5 opportunities with rationales explaining their suitability

Week 15: Wrap-Up & Next Steps