# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 208 Introduction to the LAw** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: | revision |** |
| A.3. [Originator](#Originator) | **Thomas Schmeling** | [Home department](#home_dept) | **Political Science** |
| A.4. [Context and Rationale](#Rationale)  | **We propose to change POL208 to four credits, and update the description.****POL208 did not change to four credits with our other courses in 2012 due to resistance from the faculty member who had taught it for decades. Following his retirement, we wish to bring this course in line with the rest of the Political Science curriculum.** **The rationale for the change is largely pedagogical, though it will have other benefits as well.*****Incorporation of* *active learning components*: In a course that focuses on courts and court decisions, a “you be the judge” segment provides an apt context for active student learning. After exposure to relevant principles of law though readings and lecture, and exploration the implications of these principles in class discussion, students are presented with a hypothetical fact situation and asked play the role of a juror or judge applying the legal principles they have learned to render a decision and explain their reasoning.** **This can be done in several ways:****A. Students role-play as trial judges, rendering a verdict based on case facts and the law. This allows them to test their knowledge of legal principles. In debriefing after the simulation, the decision of the real-life judge is revealed. Comparing that decision to their own not only helps them understand the principles better, but illustrates the role of judicial discretion and why different judges can reach different verdict under the same set of facts.****B. Students role-play as jurors rendering a verdict. This tests their knowledge of legal principles and helps them understand the dynamics of collective decision-making. Comparing their own experience with videos of actual jury deliberations allows them to understand jury dynamics more fully.****C. Students role play as appellate judges reviewing the decision of a lower court. Appellate courts are collegial bodies so this amounts to a group learning exercise. In addition to applying legal rules, students must argue persuasively to convince the other judges in the group and marshal support for their proposed decision. Appellate decisions are also (mostly) written decisions, so this provides an opportunity for in-class writing exercises.****One or two such exercises each week of class would easily fill the additional hour of contact time created by the move to 4 credits** |
| A.5. [Student impact](#student_impact) | **•POL 208 is one of a small number of Political Science courses that never transitioned to 4 credits. The inconsistency confuses students and they tend to avoid the 3 credit courses.****•The additional credit makes it easier for students to maintain a full-time course load with 3 courses.** **•Increased contact hours allows more in depth coverage and coverage of more topics.** |
| A.6. [Impact on other programs](#impact)  | **PHIL minor in Logical and Ethical Reasoning; Educational Studies, History major, but does not affect overall credits for either one as this is an elective.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **This course is already being taught. One additional load hour for the instructor.** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **POL 208** | **POL 208** |
| B.2. Cross listing number if any | **N/A** | **N/A** |
| B.3. [Course title](#title)  | **Introduction to the Law** | **Introduction to the Law** |
| B.4. [Course description](#description)  | How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is placed on topics of current concern at all levels of government. | Students are introduced to the legal system, the nature of legal reasoning, and the roles of judges, juries, legislatures, and others in shaping the law. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  | **3** | **4** |
| B.8. [Credit hours](#credits) | **3** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  | **|Lecture | Discussion | Small group** **Simulation** |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |****category:** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work |Quizzes |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students understand the structure of the legal system and the roles of various actors within it. |  | ExamsPapersIn- class discussionSimulations  |
| Students understand the nature and various forms of legal reasoning, how it is distinguished from other forms of reasoning, and how to apply these concepts to solving concrete legal problems in various areas of law.  |  | ExamsPapersIn- class discussionSimulations |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Topic 1 The Nature of law (1 week)
	1. Natural Law and Positive law
	2. Law as rules
	3. Law and official discretion
2. Court structure (1 week)
	1. Types and levels of Courts
	2. Judicial Power (jurisdiction, justiciability)
3. Trial Courts (1 week)
	1. The purposes of trials
	2. The adversary system
	3. Role of the trial judge
	4. Role of the jury
4. Appellate Courts (1 week)
	1. The functions of appeal
	2. The role of appellate courts
	3. Limits on appeals
	4. Mandatory and discretionary appeal
5. 2) Legal Reasoning (3 weeks)
	1. Common Law (Stare decisis and precedent)
	2. Statutory Interpretation
	3. Constitutional Interpretation
6. Applications: Criminal Law (2 weeks)
7. Applications: Tort Law (1 week)
8. Applications: Property Law (1 week)
9. Applications: Civil Liberties (1 week)
10. Applications: Civil rights (1 week)
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Thomas Schmeling | Chair of Political Science |  |  |
| Earl Simson | Dean of Arts & Sciences |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Aaron Smuts | Chair of Philosophy |  |  |
| David Espinosa | Chair History |  |  |
| Lesley Bogad | Chair Educational Studies |  |  |
| Gerri August/Julie Horwitz | Deans of FSHED |  |  |