

LEAP 1100, Section 1

Pre-Law LEAP

MWF 8:35-9:25 Canvas Zoom

Professor Ann Engar, Ph.D.
MWF 9:30-10:30 + by appt.
Office hours by Zoom
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Librarian: Rebekah Cummings

3 credit hours

Requirements Fulfilled by This Course

General Education: Humanities University Requirement: Diversity

Description and Content

The purpose of this course is to help students make the leap into college, to acquire skills for success as an undergraduate and as a law student while exploring the meaning of community, especially as it relates to the American community as a whole and to communities within the United States, and the relation of law to community. The class will focus on the development and functioning of these communities, those included and excluded from the communities, the relationship with and obligation to community, and the practice of law within the community. We will read three memoirs/biographies of contemporary Americans involved in the law that offer a variety of racial, ethnic, class and gender perspectives on communities and the law. Each of these books is recommended reading by the Law School Admission Council. We will also read articles about Asian Americans and play an elaborate role-playing game about the Cherokee nation.

As we read the texts, we will consider such questions as:

1. How do we define community or communities in America? What are the bases for our definitions?
2. What rights, responsibilities and laws shape our sense of community?
3. How does our idea of community influence our sense of individual identity, our relationship to others, our formation of laws, and our relationship to the natural world?
4. Who is included or excluded from the community? Why? Does race, ethnicity, gender, social or economic status, profession, political or religious belief, or ethical stance influence the selection?
5. How does decision making occur in the community? Who gets to make the decisions? Why? Are individual or community needs more important?
6. Does geographical location affect perception of community? Why or why not?
7. How do the different styles, voices, purposes and audiences of American memoirs and biographies shape the reader's understanding of community? of law? of American beliefs and character? of ourselves?

Required Texts (in order of reading)

- Turow, Scott. *One L*. New York and Boston: Warner Books, 1997.
- Sotomayor, Sonia. *My Beloved World*. New York: Alfred A. Knopf, 2013.
- Williams, Juan. *Thurgood Marshall: American Revolutionary*. New York: Three Rivers Press, 1998.
- Weaver, Jace and Laura Adams Weaver. *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty Gamebook*. June 2011.
- Perdue, Theda and Michael Green. *Cherokee Nation and the Trail of Tears*. Penguin Library of American Indian History, 2008.

Assignments

library assignments, 5 total, worth 2 points each	10 points
participation as discussion leader/notetaker	3
weekly comments in Canvas discussion/pages	10
weekly quizzes	10
peer review of classmates' essays, 5 reviews	5
10 short essays, worth 3 points each	30
memorial project	10
Red Clay game	
quiz	3
two writing assignments, 5 points each	10
participation (1 point per day)	4
formal speech	<u>5</u>
	100

Each week you will need to complete:

- a short essay based on the previous week's Friday discussion question—due Mondays (except for Labor Day)
- a short quiz based on the previous week's reading—due Wednesdays
- a comment in the Discussion section. Must be at least three sentences long. You may write a response to my questions (only one student may initially answer the question; all other responses to that question must agree, add to, or disagree with the previous response). Another alternative is to add something to the class Page in Canvas—material that comments on or expands on what has been mentioned in class (an article, website, cartoon)—due Fridays.

This schedule will be followed until we begin the Red Clay game.

Teaching and Learning Methods

Class sessions will involve active participation by students, group work, role-playing, and short lectures. We will all be learning to create a new course and will help each other make it the best experience we can.

Learning Objectives

1. Fostering a critical understanding of beliefs about community-building, rights and responsibilities, and the legal system in America from a humanities perspective
2. Learning to succeed in university classes through networking with students, faculty and peer advisors
3. Adapting to the university environment by active participation in a learning community composed of first-year students entering the university who are interested in the legal profession
4. Discovering ways to integrate ideas among classes rather than seeing classes as separate, non-related entities
5. Preparing for law school by
 - a. Acquiring **information literacy**
 1. by participating in a sequence of library instructional classes designed for first-year students
 2. by learning appropriate search strategies in appropriate databases
 3. by researching databases for appropriate sources for specific assignment
 4. by learning to evaluate information sources
 - b. Developing **written and oral communication** skills through informal writings and formal essays
 1. by completing sequenced assignments of increasing difficulty
 2. by producing specific types of writing, e.g., comparison/contrast, critical analysis, speeches
 3. by participating in class and small group discussions
 4. by learning to identify and use effective strategies for oral presentations and written assignments
 5. by understanding the appropriate use of intellectual property
 - c. Developing **critical thinking** skills
 1. by learning how to read for main ideas
 2. by discovering the best note taking style
 3. by reading with an open mind to weigh and evaluate ideas
 4. by reading to discover the assumptions upon which ideas are based and the consequences of such ideas
 5. by examining the arguments of the opposition and the weaknesses of one's own argument
 - d. Learning to work effectively in groups [**teamwork**]
 1. by negotiating tasks within groups
 2. by completing group research
 3. by planning and executing effective group presentations

Reading Schedule

Reading must be completed before the class session on the date indicated. Students should come to class having read the material carefully, written down the most important ideas and questions about the reading, and prepared to discuss the assignment. As part of a learning community, each student has an obligation to the other students to be well prepared, to contribute to class discussion, and to help in the learning of the group. Students are expected to spend nine hours (including class time) studying per week.

Week beginning:

- Aug. 24 M Introduction W Turow IX-49 F Turow 50-76
- Aug. 31 M Turow 76-111 W Turow 111-148 F Turow 149-193
Watch Paper Chase vs Law Professor
[youtube.com/watch?v=8SEZDLRzn_A](https://www.youtube.com/watch?v=8SEZDLRzn_A)
- Sept. 7 M Labor Day Holiday W Turow 193-228 F Turow 228-259. First library session
- Sept. 14 M Finish Turow. W Sotomayor, Preface and Chapters 1-5. First library assignment due F Sotomayor, Chapters 6-12.
- Sept. 21 M Sotomayor, Chapters 13-18. W Sotomayor, Chapters 19-24. Second library session F Finish Sotomayor
- Sept. 28 M Williams 3-39 . W Second library assignment due. Williams 40-74
F Williams 75-112
- Oct. 5 M Williams 113-151. W Williams 152-186. Third library session. F Williams 187-227
- Oct. 12 M Williams 228-262 W Third library assignment due. Williams 263-295
F Williams 296-331
- Oct. 19 M Williams 332-373 W Fourth library session. Williams 374-412
- Oct. 26 M “When and Where I Enter” by Gary Y. Okihiro W Fourth library assignment due. “The Chinese Are Coming. How Can We Stop Them” by Erika Lee. F “The Secret Munson Report” by Michi Nishiura Weglyn
- Nov. 2 M “Asian American Struggles for Civil, Political, Economic, and Social Rights” by Sucheng Chan (online through Marriott Library—look under author’s name) W Fifth library visit. “Detroit Blues: ‘Because of You Motherfuckers’” by Helen Zia F “Home is Where the *Han* Is” by Elaine H. Kim

- Nov. 9 M Perdue, chapter 1; Ridge's letter to Albert Gallatin; and Boudinot's *An Address to the Whites*. Roles will be distributed. W Fifth library assignment due. Perdue, chapter 2; remainder of primary documents. F de Tocqueville, Story and Kent and game packet.
- Nov. 16 M Perdue, chapter 3. Quiz and faction meetings. W Perdue, chapter 4. Hermitage debate F Hermitage debate (cont.) and Red Clay debate begins
- Nov. 23 M Hermitage debate assignments due and 1st Constituency reports due. Red Clay debate (cont.) W Red Clay debate (cont.) Ross faction publishes *Phoenix*; Ridge faction publishes pamphlet. F Thanksgiving
- Nov. 30 M Red Clay Conference (cont.) W Red Clay Conference (cont.)
- Dec. 11 In place of final exam, meet 8-10 a.m. to finish game. 2nd Constituency reports due.

Attendance

To create and sustain an active learning community, students are expected to attend all class sessions, and roll will be taken. Please let Vidmar or me know if you are ill or have other reasons for absence. If students miss more than two class sessions, they will be contacted by the peer advisor.

LEAP Learning Community Objectives

The LEAP Program as a whole emphasizes connections, including the following:

1. Intellectual Connections—students' capacity for making connections among disciplines, experiences, and perspectives
2. Reflection/Self-Assessment Connections—ability to self-assess through reflection, introspection, and self-authorship
3. Community Connections—sense of belonging to campus and community.
4. Technology Connections—ability to use technology and assess quality of information

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. **“Plagiarism”** means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other

mode or content of expression. Students should read the Code carefully and know they are responsible for the content.

University Information and Policies

1. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

2. The University Writing Center is a free service available for all students of the University of Utah. It provides one-on-one assistance for all stages of the writing process, from generating ideas for topics, to improving analysis and clarity, to polishing finished drafts. The Center's staff are trained to work with student writers from first semester freshmen through graduate school, and writers of all levels of ability are welcome. To schedule an appointment, call 801-587-9122 or stop by Marriott Library, Second Floor to schedule an appointment.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well_served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is also my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student

groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

LGBTQ Resource Center

The U of Utah has an LGBTQ Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class

Learners of English as an Additional/Second Language.

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or request an escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful information visit safeu.utah.edu.