LAWGEN (LAWGEN)

Courses

LAWGEN 108C. One in Five: The Law, Policy, and Politics of Campus Sexual Assault. 2 Units.

Trigger Warning: Over the past two years, the issue of campus sexual assault has exploded into the public discourse. While definitive figures are difficult to obtain due to the necessarily private nature of these events, several recent studies estimate that between 20-25% of college women experience sexual assault. Survivors have come forward across the country with harrowing stories of assault followed by an insensitive or indifferent response from college administrators, launching one of the most successful, and surprising, social movements in recent memory. As a result, the federal government has stepped up its civil rights enforcement in this area, with 94 colleges and universities currently under investigation for allegedly mishandling student sexual assault complaints. This course focuses on the legal, policy, and political issues surrounding sexual assault on college campuses. We will spend the first week of the course learning some background about sexual violence and the efforts to implement legal protections for women. We will study the basic legal frameworks governing campus assault, focusing on the relevant federal laws such as Title IX and the Clery Act. Starting the second week we will travel first to New York City, and then to Washington D.C., where we will meet with journalists, activists, experts, policymakers, elected officials, and others who are actively involved in shaping the national response to this issue. Confirmed guests speakers include New York Times reporter Emily Bazelon; Catherine Lhamon, the Assistant Secretary of Education for Civil Rights; and the Office of Senator Kristin Gillibrand (D.N.Y.). On our return to campus students will create and present final projects. Travel expenses to NYC and DC (except incidentals) are provided by Sophomore College. Students are expected to do all readings, and participate in all class sessions, meals, field trips, films, and discussions. Requirements include three short papers, preparing and helping to lead discussions with outside speakers, and the development and presentation of a final group-designed project which can include a multi-media or artistic component. The subject matter of this course is sensitive and students are expected to treat the material with maturity. Moreover, much of the reading and subject matter may be upsetting and/or triggering for students who identify as survivors. There is no therapeutic component for this course, although supportive campus resources and Title IX staff are available for those who need them. Please consider this prior to enrolling in the course. For more info see: http://www.nytimes.com/roomfordebate/2014/12/12/justice-and-fairness-in-campus-rape-cases/transparency-and-sensitivity-work-together-to-stop-campus-rape. Application required, due noon, April 7, 2015. Apply at http://soco.stanford.edu.

LAWGEN 102Q. Pre-field Course for Alternative Spring Break. 1 Unit.

Pre-field course for undergraduates participating in the Alternative Spring Break program.

LAWGEN 111Q. Introduction to International Human Rights. 3 Units.

This course will study the main international human rights declarations, treaties, covenants, committees, courts and tribunals. It will look at the effect of nation states, regional bodies, and key economic and military organizations upon human rights. Categories of rights -- civil, political, social, economic and cultural -- will be analyzed, with a particular focus on the rights of women and children, and the right to culture.

LAWGEN 112N. Law and Inequality. 3 Units.

Most Americans know that discrimination on the basis of race, sex, and religion is unlawful. Seems simple enough. But advertisements in the back of newspapers still announce: “Single White Female Seeks Single White Male?” Isn’t that discrimination on the basis of race and sex? Most businesses don’t consider men for women’s locker room or bathroom attendant. And why aren’t those men and women’s bathrooms and locker rooms illegal segregation? After all we know what would happened if some business set up separate bathrooms for blacks and whites. Isn’t it discrimination for an employer to insist that men wear a jacket and tie and women wear nylons and a skirt? Why are some forms of discrimination unlawful and others not? Why is discrimination against short people, overweight people, or people with annoying personalities not against the law? We will answer these and many other questions by looking at court cases, legal theory, and philosophy. We may also have conversations with guest lecturers who work in civil rights enforcement, and the seminar may include a field trip to visit the offices of civil rights lawyers (lawyers tend to be busy people so these opportunities will depend on their schedules). Class participation and a short final paper are required, but here are no prerequisites other than an open mind and a willingness to delve into unfamiliar material.

LAWGEN 114Q. Dilemmas of Regulating Race and Inequality in American Society. 3 Units.

Is race an irrelevant characteristic to which we should all be blind? Do only racists pay attention to race? Or must we take account of race, as one Supreme Court Justice has urged, in order to get beyond it? Indeed, is race something that we should want to “get beyond”? This seminar will consider the nature and extent of racial inequality, and how we as a society might and should respond to it. We will consider specific dilemmas regarding the propriety of taking account of race, in, for example, placing children with adoptive parents, selecting individuals for police investigation, hiring and college admissions. Readings will be drawn from law, history and social science. The goal of the course is to enable you to think more deeply about the moral, social and practical dimensions of how to regulate race in specific settings.

LAWGEN 115N. Human Rights Advocacy. 3 Units.

What are the origins of the human rights movement and where is it headed? What does it mean to be a human rights activist? What are the main challenges and dilemmas facing those engaged in human rights advocacy? In the space of 60 years, human rights advocates have transformed a marginal utopian ideal into a central element of global discussion, if not practice. In this seminar we will examine the actors and organizations behind this remarkable development as well as the vast challenges faced by advocates in the recent past and today. Together, we will learn to be critical of, as well as to think, and act, like human rights advocates. This seminar will introduce you to some the main debates and dilemmas within the human rights movement. We will consider and understand the differing agendas of western international nongovernmental organizations (NGOs) and their counterparts in the frequently non-western) developing world, as well as tensions between and among rights advocates along other important dimensions (civil and political vs. economic, social and cultural rights; rights promotion through engagement of powerful actors vs. challenging structures of power, etc.). The seminar seeks to develop your ability: 1) to understand human rights and social justice issues as contested political, legal and cultural phenomena; 2) to review advocacy texts, visuals and other interventions critically; 3) to appreciate the political dimensions of efforts to promote human rights; 4) to understand how recent history constrains and structures options and possibilities for social intervention to promote rights and justice. During the course of the quarter you will be required to submit several short reflection papers and develop a human rights advocacy campaign.
LAWGEN 116N. Guns, Drugs, Abortion, and Empirical Evaluation of Law and Policy. 3 Units.
Guns, Drugs, Abortion, Capital Punishment, Policing and Prisons, and Other Uncontroversial Topics in the Empirical Evaluation of Law and Policy. Do guns make us safer? Can mass shootings be stopped? What is the true cost of the war on drugs and is legalization the answer? Why does the US have the most prisoners in the world and what are the social ramifications? Did the legalization of abortion reduce crime in the 1990s? Did capital punishment? Is the criminal justice system racially biased? These are some of the questions we will address by reading major empirical studies evaluating the impact of law and policy in the arena of criminal justice. This course has been modified from my law school course so that it is accessible to those with little or no statistical or economic background but who are willing to grapple with the intuitions behind such studies, which will be a main focus of the course readings. The seminar should appeal to anyone interested in understanding core issues in criminal justice policy, the challenges in answering empirical questions with data, and the intuition behind the statistical techniques that define the credibility revolution in empirical evaluation. The goal is to help students be more aware that many beliefs and policy positions are based on factual premises for which the empirical support is weak or nonexistent, or even directly contradictory, and how better to empirically ascertain truths about the world and align them with our policy preferences. Successful completion of the course will enable students to more effectively understand and critically evaluate the strengths and weaknesses of the empirical studies that constantly appear in the media and policy discourse, to comprehend the challenges in establishing true causal relationships in the fields of law, policy, and medicine, and to better understand how ideologues and motivated researchers contribute to the vast array of conflicting studies in these domains.

LAWGEN 206Q. Thinking Like a Lawyer. 3-4 Units.
(Same as GSBGEN 382.) Open to and limited to non-Law graduate students at the University, this course will provide non-law students an analytical framework for understanding the core concepts of the law and familiarize students with how lawyers analyze and structure their work. This course will be taught by Vice Dean Mark Kelman and Law School faculty in their areas of expertise, with one to two classes devoted to each topic. It will introduce students to some of the foundational principles of law and will review topics such as contracts, litigation, intellectual property, securities and employment law. Students must also attend an additional TA-led discussion section each week. There will be no final exam, but completion of problem sets on various topics as well as class and section participation will be used to determine grading. 3 problem sets are required for all students. For 4 units, an additional assignment must be completed. All readings will be provided on Coursework. TGR students welcome. Elements used in grading: Class attendance and written assignments.

LAWGEN 209Q. Community Police Academy. 1 Unit.
This course aims to demystify public safety, build trust, and develop partnerships between the police department and the community it serves. Each session is taught by a different deputy or staff member and is designed to expand each participant’s knowledge of the duties, responsibilities, decisions, and constraints in the field of law enforcement. The class will discuss topics such as laws of arrest, search and seizure, alcohol laws (to be explored in a DUI wet lab), patrol procedures, officer safety, vehicle stops, CSI vs. reality, emergency communications, and defensive tactics and force options, culminating with a session of scenarios to bring the material to life. In addition to the weekly class, participants are invited to attend field trips, for more in-depth experiences. Past field trips have included the coroner’s office, Palo Alto Communications dispatch center, and the San Jose Main Jail. The course is open to all Stanford students, staff, and residents over 18 years of age. While this course is open to all students throughout the University, the units will not count toward the requirements for a law degree. Special Instructions: Live Scan records check required.