

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO MISSISSAUGA**

**SOC357H5F LEC9101
The Legal Profession
Course Outline - Fall 2020**

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Class Location & Time	Tue, 09:00 AM - 11:00 AM
Instructor	Sida Liu
Office Location	MN6288
Office Hours	Tuesday, 11:00 AM - 12:00 PM
E-mail Address	sd.liu@utoronto.ca
Course Web Site	https://q.utoronto.ca

Course Description

This course introduces the legal profession from a sociological perspective. Focussing on the social structure of the legal profession, the course draws on the sociology of professions and the sociology of law and covers topics such as the creation of the profession, competition from inside and outside, historical and modern challenges to professional boundaries, and structural transformations and shifts. The course will provide examples from global legal professions. It does not teach how to think like a lawyer, nor does it provide the perspective of legal practitioners, but instead it provides social science perspectives for understanding how the legal profession is organized, differentiated, and transformed over space and time. [24L]

Prerequisite: (SOC109H5 or SOC209H5) and (SOC205H5 or SOC231H5) and SOC221H5 and SOC222H5 (SSc)
Distribution Requirement: SSc

It is your responsibility to ensure that the prerequisites for this course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Learning Outcomes

At the end of the course, students will be able to:

- Select research topic, formulate a research question, and research the question by synthesizing it with the existing literature on the topic.
- Develop a conceptual argument that draws on a review of the literature.
- Apply sociological concepts, theories, and perspectives to historical and contemporary issues.
- Critically reflect on historical and contemporary issues.
- Critically evaluate sociological concepts and theories.
- Communicate sociological knowledge in a concise, clear, and correct manner in writing in individual, partnered and/or group settings.

Textbooks and Other Materials

There is no textbook for this course. The course readings are a collection of journal articles, book chapters, and other readings compiled by the instructor and available on Quercus.

Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.

Evaluation Components

Type	Description	Due Date	Weight
Assignment	Reading Responses	On-going	14%
Class Participation	Class Participation	On-going	6%
Assignment	Midterm Exam	2020-10-26	30%
Assignment	Law Firm Report	2020-11-20	20%
Assignment	Final Essay	2020-12-08	30%
Total			100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

Grading

All assignments must be submitted electronically to Quercus. No hard copy is required. Email submission will not be accepted.

Reading Responses

Each week you are required to submit to the Discussions board on Quercus a 500-word (approx.) analysis of the main themes and arguments of ALL the assigned readings for that week BEFORE CLASS (i.e., before 9:00 AM on Tuesday). The reading response should be a fully integrated reflective essay, not a simple combination of summaries of individual readings. When submitting your reading response, please paste the full text directly into the textbox on the Discussions board. Do NOT use attachments. Include the word count at the end of your entry.

Your first submission will be due for the Week 2 readings. You will submit a total of 7 reading responses during Weeks 2-11. Each submission accounts for 2% of your final mark. You will be automatically assigned 1% for submitting the response (unless it is of such dubious quality that it does not deserve a grade), and another 1% will be added to your marks if the response is excellent.

You have three "free tickets" between Week 2 and Week 11, which you may submit in lieu of the reading responses. For each "free ticket," instead of the response, please write your name, student number and indicate this is your "free ticket" week. Any other failure to submit the reading response will result in a mark of zero for that week.

Class Participation

You are expected to attend class virtually, read assigned course material before class, watch pre-recorded lectures before or during class, and participate in online class discussions. You are also expected to visit the Quercus course website on a weekly basis and check for updates from the instructor and the teaching assistant, as well as follow discussions. You are expected to be respectful of fellow classmates in discussions and lectures, curious and open-minded about others' and one's own perspectives, and cultivate an environment for mutual growth through collaboration and dialogue. A grade for your overall class participation will be given by the instructor at the end of the term and it accounts for 6% of your final mark.

Midterm Exam

The midterm exam will be a take-home exam in the format of short essay questions. The exam will be distributed after the Week 5 class and the due date is **26 October 2020 (Monday) at 12:00 PM (noon)**. Specific information of the midterm exam will be given at least one week prior to the distribution of the exam. The midterm exam accounts for 30% of your final mark.

Law Firm Report

You will be asked to collect empirical data on two law firms and write up a report comparing them based on the course materials. The due date of the law firm report is **20 November 2020 (Friday) at 5:00 PM**. Specific information of the report will be given at least two weeks prior to the due date. The law firm report accounts for 20% of your final mark.

Final Essay

The final essay will be a 10-page (double-spaced) essay in which you will be asked to use course readings to analyze a film related to the legal profession. The due date of the final essay is **8 December 2020 (Tuesday) at 5:00 PM**. Specific information of the final essay will be given at least two weeks prior to the last class in Week 12. The final essay accounts for 30% of your final mark.

Class/Seminar Format

The class will be held virtually, with a combination of pre-recorded lectures and online synchronous discussions.

Procedures and Rules

Missed Tests/Quizzes or Late Assignments

Students who miss a term test or submit an assignment after the deadline will be assigned a mark of zero for the test, or will lose a percentage of the assignment mark for each late day.

However, students may request special consideration from the department (not the instructor)* for missed tests/quizzes or late assignments late due to reasons beyond the student's control, including:

- Illness or injury
- Disability
- [Religious observances](#) (i.e., holy days); requests must be submitted **at least 21 days in advance** to ensure a suitable accommodation can be provided. Students may be required to submit their work/take the test before the original deadline and this will be determined by the instructor. Requests submitted after the missed deadline, or submitted with less than 14 days notice, will not be considered and a grade of zero will be assigned.
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as holidays, pre-purchased plane tickets, family plans (unless critical, such as death of an immediate family member), lack of preparation, technology failure, late course registration, traffic or weather related incidents, or conflicting deadlines are not considered to be beyond a student's control and will not be accommodated.

*Please note:

- **You may not submit a special consideration request to re-write a test/quiz once the test has begun. If you are feeling ill, you must leave the room before starting your test/quiz and seek medical attention immediately.**
- **If you miss an item of term work and do not complete the missed item or any make-up by the examination period, you must submit a petition for an extension of time beyond end of term through the Office of the Registrar:**
<https://www.utm.utoronto.ca/registrar/current-students/petitions>.

Extension of Time Special Consideration Process

If you are registered with Accessibility Services and want to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email **both** your instructor **and** your Accessibility Advisor directly in order to obtain approval. Please **DO NOT** request an extension via the departmental Special Consideration system.

In all other cases, if you miss an assignment deadline due to circumstances beyond your control and seek an extension of time beyond the due date, please complete the following steps in order to be considered for academic accommodation:

- Submit an online special consideration request form within three (3) days (including weekends and holidays) via <https://app.utm.utoronto.ca/SpecialRequest/>.
 - Submit appropriate supporting documentation within three (3) days (including weekends and holidays) of the assignment due date via email to socscr.utm@utoronto.ca. When you submit documentation electronically (as a PDF or JPEG attachment ONLY), ensure it is legible and retain the original copy in case you are asked to present it later. Legible photographs of the documentation will also be accepted.
- a. If illness/injury is cited as the reason for the missed deadline, no medical documentation is required as per University's temporary suspension of medical note requirement policy. Instead, students must self declare their absence on the due date of the assignment including any relevant days immediately before and after via the Absence Declaration option in ACORN.
 - b. If you missed a deadline for a reason connected to your **registered disability** (and your instructor did not grant approval in advance based your accommodation letter), the instructor can only accept documentation provided by Accessibility Services. **Please do not contact the department to request an extension.**
 - c. Other documentation can include, but is not limited to: a [U of T Verification of Extenuating Circumstances form](#) automobile collision or police reports; a death certificate; and supporting documentation from employers, lawyers and other professional persons. When in doubt, email us at socscr.utm@utoronto.ca regarding appropriate supporting documentation for your special consideration request.
 - d. For an extension, supporting documentation must specify the exact period that you were unable to complete your assignment. The department will then determine if any extension is merited and if so, the period of extension approved. For extensions of time beyond the examination period, you must submit a [petition for an extension of time beyond end of term through the Office of the Registrar](#).

e. The department may request additional documentation in order to assess your case fully.

The department evaluates special consideration requests carefully and approval is not guaranteed.

- **If there is concern about your special consideration request(s), your request may be refused and/or you may be asked to meet with an Associate Chair.**
- **If you have multiple special consideration requests (excluding requests pertaining to a documented disability with appropriate supporting documentation), your request may be refused.**
- **If you do not comply with the above instructions and timelines, or if your special consideration request is deemed unacceptable, your request will be denied and you will receive a grade of zero for the item you missed.**
- **If the department approves your special consideration request, you will be notified of the period of extension permitted.**
- **Students are expected to continue working on their assignments/study for tests to the best of their ability.**
- **Any extensions granted by the department are considered to be fair; are based on the documentation provided; and in-line with customary practice across the University. Decisions are non-negotiable. Any threats, or derogatory behavior will not be tolerated and will result in a formal report of the individual under the Student Code of Conduct.**

The department (not the instructor) will inform you of the decision on your special consideration request via email to your U of T email account typically within one (1) week. However, you must submit your assignment per the instructions below as soon as you are able to do so; do NOT wait for the outcome of your special consideration request.

Late assignments must be submitted to the instructor via Quercus.

False statements and/or documentation will be treated as academic offences and handled accordingly.

Late Assignments

- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus via Quercus. ***You are expected to keep a back-up copy of your assignment in case it is lost.***
- Late assignments for reasons that are within your control will be penalized 10% marks per day. The penalty will run from the day the assignment was due until the day it is submitted to the instructor via Quercus.
- The penalty period includes weekends and holidays.
- Assignments that are more than seven (7) days late will not be accepted.

Late assignments must be submitted in accordance with the instructions above; other faculty and staff within the department cannot and will not accept late assignments

Re-marking Pieces of Term Work

General

A student who believes that their written term work has a substantive error in grading may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the remarking process. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the [academic counsellor](#) (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the [Dean's Office](#). Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the [Dean's Office](#). **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the [Dean's Office](#) about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the [Office of the Registrar](#).

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules. **Note: Emails that do not follow these guidelines will not receive a response.**

- Assignments must be submitted to the instructor via Quercus.
- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your U of T email account.
- All emails must include the course code (e.g., SOC357) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within two working days of receipt.
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.

Classroom Etiquette

Students are expected to arrive at class on time.

If and when (at the instructor's discretion) laptop usage is allowed in class, they should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop and it may affect their participation mark.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

Students are expected to cite sources in all written work and presentations. See these links for department citation formats and tips for how to use sources well:

- <http://www.utm.utoronto.ca/sociology/resources/resources-students>
- <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

With regard to **remote learning and online courses**, UTM wishes to remind students that they are expected to adhere to [the Code of Behaviour on Academic Matters](#) regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in [the Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Student Services and Resources

Accessibility

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach Accessibility Services as soon as possible. The Accessibility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with Accessibility, please call the centre at 905-569-4699 or e-mail access.utm@utoronto.ca.
<http://www.utm.utoronto.ca/access>

Robert Gillespie Academic Skills Centre

The centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams. <http://www.utm.utoronto.ca/asc/>

UTM Library (Hazel McCallion Academic Learning Centre)

The UTM library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.
<http://library.utm.utoronto.ca>

A variety of **other student support services and resources** can be found at <http://www.utm.utoronto.ca/current-students>, including academics, health, wellness and student services.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Course Schedule

Date	Topic
2020-09-15	<p>Week 1: Course Introduction</p> <p>Kritzer, Herbert M. 1999. "The Professions Are Dead, Long Live the Professions: Legal Practice in a Postprofessional World." <i>Law & Society Review</i> 33: 713-759.</p>
2020-09-22	<p>Week 2: The Canadian Legal Profession</p> <p>Girard, Philip. 2014. "The Making of the Canadian Legal Profession: A Hybrid Heritage." <i>International Journal of the Legal Profession</i> 21: 145-169.</p> <p>Dinovitzer, Ronit, and Meghan Dawe. 2020. "Canada: Continuity and Change in a Modern Legal Profession." Pp. 65-88 in <i>Lawyers in 21st-Century Societies, Vol. 1, National Reports</i> eds. R. L. Abel, O. Hammerslev, H. Sommerlad, and U. Schultz. Oxford: Hart Publishing.</p>
2020-09-29	<p>Week 3: The Social Structure of the Bar</p> <p>Heinz, John P. and Edward O. Laumann. [1982] 1994. <i>Chicago Lawyers: The Social Structure of the Bar (Revised Edition)</i>. Evanston, IL: Northwestern University Press. (Chapter 6, pp. 127-176)</p> <p>Sandefur, Rebecca. 2001. "Work and Honor in the Law: Prestige and the Division of Lawyers' Labor." <i>American Sociological Review</i> 66: 382-403.</p>
2020-10-06	<p>Week 4: Law Firms</p> <p>Galanter, Marc, and William D. Henderson. 2008. "The Elastic Tournament: A Second Transformation of the Big Law Firm." <i>Stanford Law Review</i> 60: 1867-1906.</p> <p>Levin, Leslie C. 2004. "The Ethical World of Solo and Small Law Firm Practitioners." <i>Houston Law Review</i> 41: 309-392.</p>
2020-10-20	<p>Week 5: Market Control</p> <p>Abel, Richard L. 1989. <i>American Lawyers</i>. New York and Oxford: Oxford University Press. (Chapters 2-3, pp. 14-70)</p> <p>Liu, Sida. 2015. "Boundary Work and Exchange: The Formation of a Professional Service Market." <i>Symbolic Interaction</i> 38: 1-21.</p>
2020-10-27	<p>Week 6: Lawyers and Clients</p> <p>Sarat, Austin, and William L. F. Felstiner. 1986. "Law and Strategy in the Divorce Lawyer's Office." <i>Law & Society Review</i> 20: 93-134.</p> <p>Kritzer, Herbert M. 1997. "Contingency Fee Lawyers as Gatekeepers in the Civil Justice System." <i>Judicature</i> 81: 22-29.</p> <p>Shapiro, Susan P. 2002. <i>Tangled Loyalties: Conflict of Interest in Legal Practice</i>. Ann Arbor, MI: University of Michigan Press. (Chapters 4, 80-133)</p>
2020-11-03	<p>Week 7: Professional Career</p> <p>Hagan, John, and Fiona Kay. 1995. <i>Gender in Practice: A Study of Lawyers' Lives</i>. New York: Oxford University Press. (Chapters 3-5, pp. 51-119)</p> <p>Garth, Bryant G., and Joyce Sterling. 2009. "Exploring Inequality in the Corporate Law Firm Apprenticeship: Doing the Time, Finding the Love." <i>Georgetown Journal of Legal Ethics</i> 22: 1361-1394.</p>

2020-11-10	<p>Week 8: Hierarchy and Inequality</p> <p>Kay, Fiona, and Elizabeth Gorman. 2008. "Women in the Legal Profession." <i>Annual Review of Law & Social Science</i> 4: 299-332.</p> <p>Wilkins, David B., and G. Mitu Gulati. 1996. "Why Are There So Few Black Lawyers in Corporate Law Firms? An Institutional Analysis." <i>California Law Review</i> 84: 493-625.</p> <p>Roderique, Hadiya. 2017. "Black on Bay Street." <i>The Globe and Mail</i>, 4 November 2017. Available at https://www.theglobeandmail.com/news/toronto/hadiya-roderique-black-on-bay-street/article36823806/</p>
2020-11-17	<p>Week 9: Legal Education</p> <p>Bliss, John. 2017. "Divided Selves: Professional Role Distancing Among Law Students and New Lawyers in a Period of Market Crisis." <i>Law & Social Inquiry</i> 42: 855-897.</p> <p>Ballakrishnen, Swethaa S., and Carole Silver. 2019. "A New Minority? International JD Students in US Law Schools." <i>Law & Social Inquiry</i> 44: 647-678.</p>
2020-11-24	<p>Week 10: Political Mobilization</p> <p>Karpik, Lucien. 1988. "Lawyers and Politics in France, 1814-1950: The State, the Market, and the Public." <i>Law & Social Inquiry</i> 13: 707-36.</p> <p>Liu, Sida, and Terence C. Halliday. 2011. "Political Liberalism and Political Embeddedness: Understanding Politics in the Work of Chinese Criminal Defense Lawyers." <i>Law & Society Review</i> 45: 831-865.</p>
2020-12-01	<p>Week 11: Globalization</p> <p>Flood, John. 2007. "Lawyers as Sanctifiers: The Role of Elite Law Firms in Business Transactions." <i>Indiana Journal of Global Legal Studies</i> 14: 35-66.</p> <p>Ballakrishnen, Swethaa S. 2017. "'She Gets the Job Done': Entrenched Gender Meanings and New Returns to Essentialism in India's Elite Professional Firms." <i>Journal of Professions and Organization</i> 4: 324-342.</p> <p>Wilkins, David B., and Maria J. Esteban Ferrer. 2018. "The Integration of Law into Global Business Solutions: The Rise, Transformation, and Potential Future of the Big Four Accountancy Networks in the Global Legal Services Market." <i>Law & Social Inquiry</i> 43: 981-1026.</p>
2020-12-08	<p>Week 12: Final Essay Preparation</p> <p>Reserved film screening time for final essay.</p>

Last Date to drop course from Academic Record and GPA is November 11, 2020.

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.