This course will provide students with a set of analytic skills and substantive knowledge about judicial processes. It will focus largely on judicial materials in this country. In the course of the semester, the following topics will be treated:

- The contexts in which U.S. Courts operate.
- The actors who play significant roles in the operation of the courts in this country.
- The structures of the U.S. courts.
- The processes used in the judicial system.
- The impact and consequences of the operation of courts in this country.

The books required for this course are:


This material is available at various local sources. It should be purchased immediately.

Reading assignments are list below in connection with the topical outline. These reading assignments need to be completed before the class discussion on each topic.

The order of topics that will be covered in this course and the textbook reading assignments associated with each follows.

I. **Introduction, Miller, Ch. 1**

II. **Actors**
   a. Litigants
   b. Lawyers, *Miller, Ch. 4*
   c. Judges, *Miller, Ch. 3*

III. **Structures of American Courts, Miller, Ch. 2**
    a. State Courts
    b. Federal Courts

IV. **Judicial Processes**
    a. Civil, *Miller, Ch. 6*
    b. Criminal, *Miller, Ch. 5*
    c. Appellate, *Miller, Ch. 7*

V. **Judicial Decision Making, Miller, Ch. 9**
    a. Juries
    b. Trial Judges
    c. Appellate Judges, *Miller, Ch. 8*
VI. Courts and Other Institutions
   a. Legislatures, Miller, Ch. 10
   b. Executives, Miller, Ch. 11
   c. Bureaucracies, Miller, Ch. 12

VII. Impact and Policy Making, Miller, Ch. 9 (re-read)

VIII. Comparisons, Miller, Ch. 13

Grades

The grades in this course are based on a variety of assignments and tasks. These will be completed throughout the semester. The components and their weights in the final grade are listed below:

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<tr>
<th>Components</th>
<th>Weight</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Research Project</td>
<td>40%</td>
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<tr>
<td>Examinations</td>
<td>40%</td>
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<td>Quizzes</td>
<td>(20%)</td>
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<td>Final Examination</td>
<td>(20%)</td>
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<td><strong>Total</strong></td>
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**Class Participation.** Participating in class discussions and answering questions in class are essential for students to learn the material in this course. The purpose of this part of the course is to help students develop the ability to explain what they are learning in this course and to assess how well they understand the material. Passive learning – “sitting quietly in the back of the room” – is not a satisfactory way to learn these materials.

Students will be called on randomly throughout the semester. They will be asked questions about reading assignments and about the points under discussion in class. Their responses will be graded, and those responses will be the “Class Participation” component of the Final Grade. Students must attend class everyday, and they need to be prepared to discuss the readings and other assignments.

N.B. Some students are quite willing to volunteer questions and comments (answers) in class. That is commendable and it is valued. However, voluntary contributions will not be graded as a part of the class participation segment of the Final Grade.

Class discussions are a vital part of this course. As a result, it is important to listen respectfully to what other students contribute when they are responding or commenting on the subject. Respect for your classmates is very important. Please remember to turn off all electronic devices before coming into class. Ringing devices are a terrible distraction and will result in the immediate end of class. If cell phone calls or texting is vital to your continued existence, then please do not attend class.

**Research Project.** Writing is a very important and lasting skill that students must develop. The project in this course will involve a number of segments of a research
project that will allow students to develop and polish their research and writing skills. There are several individual assignments that compose the Research Project. Some will be traditional “library” tasks, while others will require the collection and analysis of empirical data. The end result of these will be a significant and sound research paper. These assignments will have short or immediate deadlines, and students will be expected to complete each of these assignments quickly comfortably before each deadline. Postponing or waiting until “the last minute” to complete these will not be a successful approach to this Research Project. Each of these will be evaluated and returned, and students should keep all their submissions and revise them as need be after they are returned.

N.B. The due dates on these assignments are absolute. You will need to pay attention and prepare your written work far enough in advance that you will not be scrambling at the last minute and turning in “ rough drafts.” It is assumed that students have some, basic skills relating to research, and some understanding on empirical analysis.

There is a separate document that you need to master in connection with writing in this course. Read it and remember it. Furthermore, the format for citing the materials you use in your research paper is somewhat unique, and it will be presented later, when you begin writing up your results.

Examinations. There are two kinds of examinations in this course. The Final Examination will be cumulative and will be given during the regular, final exam period at the end of the semester, at the scheduled time and place. The Quizzes will be in-class, un-announced, and short answer quizzes. They will focus on class discussions and reading assignments. They will be written in the “Blue Book” that is provided at the beginning of the Semester. There will be a number of these during the semester. They cannot be “made up” if they are missed since they focus on material that is current during the semester.

Class attendance is required, and absences are not “excused,” with the bereavement exception noted below. They can be explained but students are still responsible for everything that occurs in class, every day. The material covered in class will not be repeated for the convenience of absent students. It is recommended that each student “make friends” with other members of the class for purposes of studying and sharing notes and ideas. That should provide an adequate method for catching up if a student misses class.

The following items are important for you to know about and to understand. These are statements provided by the University. They relate to matters of general concern and that might affect you as a student generally or in this class during the term.
Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family.

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.
Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.