LAW OF VICE 580 §A   **Spring 2026**
Professor Elizabeth N. Jones   **Mondays 11am – 1:50pm**
enjones@wsulaw.edu

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REQUIRED TEXT

Materials to be provided by Professor Jones. Students must enroll in the Lexis Classroom page titled "LawofVice-Jones-Spr26" with passcode YN9R44
https://classroom.lexis.com/enroll/YN9R44

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COURSE DESCRIPTION

This class queries whether, and to what extent, the criminalization of traditional "vice" behaviors (sexual practices, prostitution, drug and alcohol use, gambling) is warranted. It also explores the merits and potential concerns of government regulation in areas such as the pharmaceutical and food industries, guns, physician-assisted end-of-life care, and social media, to name just a few. Students will critically analyze laws and policies with an eye toward the local, state and federal legal landscape of the future.

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ATTENDANCE, GRADES, & UPPER LEVEL WRITING REQUIREMENT

Class attendance is important, and it is mandatory. WSCL Attendance Policy for classes meeting 1x / week states that students may not miss more than two class sessions; a third absence subjects students to dismissal from the course. Note: just because you *can* miss two classes does not mean that you *should* miss two classes.

This class satisfies the Western State College of Law upper level writing requirement (ULWR), and follows guidelines established by the American Bar Association. Each student will earn a numeric grade for the course. **The final course grade consists of an outline (15%), P&P (participation & professionalism) (20%), an in-class presentation (15%), and a 15-18 page research paper (50%)**.

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GENERATIVE AI, LATE ASSIGNMENTS, & GENERAL MISCONDUCT POLICIES

<u>Generative AI</u> may be used in this course for preliminary tasks, such as brainstorming, researching, planning, or organizing ideas. You may NOT use AI to draft, write, revise, or edit your submissions. All writing must be your own original work product. Any use of generative AI within the permitted scope must be reviewed, verified, and acknowledged.

To that end, a footnote must be included in any document acknowledging the use of generative AI and confirming that the student has reviewed and verified all information. The footnote should appear after the first use of generative AI. Details to be provided in class.

To be sure, generative AI (including Lexis+AI, CoPilot, Gemini, Claude, CoCounsel, Spellbook, Grammerly Go, and all versions of ChatGPT) can serve as an aid to learning. However, it cannot replace the fundamental skills required for legal practice. Critical thinking, analysis, and the ability to write clearly and persuasively are core components of your legal training and must come from you alone.

<u>Late outlines and/or late final papers</u> will receive point deductions. Do not plagiarize. Do not buy a research paper online. Do not misuse generative AI or fail to acknowledge its permitted use. If you are caught you will receive an "XF" failing grade and you will have to report your shady cheating ass to the state bar when you apply for admission. Don't do it.

In a WSCL ULWR course, you must earn a 2.0 or higher to obtain ULWR credit. You may not record this class. Students in violation of these policies may be referred to the Associate Dean for Academic Affairs.

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PARTICIPATION, PROFESSIONALISM, PRESENTATIONS, & PREPARATION

Participation & Professionalism (P&P): This class is most effective (and enjoyable) if you have thought about the material and are willing to engage in active class discussion. All views are welcome. 20% of your final course grade will be based on the quality and quantity of your contributions to class discussions, attendance, punctuality, conduct during class time, and overall professionalism.

Class Presentation: Every student must give a presentation related to the topic of their paper to the class; details to be provided in class. Instructional material regarding the ULWR, the outline, and the final paper will also be periodically presented in class.

Outside Preparation: You should anticipate that, on average, preparing for class (including researching and writing your paper) will take you a minimum of two hours for every one hour of class time. Law of Vice is a three-unit class, so you should estimate that your preparation for class will require at least six hours outside of class to complete.

LEARNING GOALS

After completion of this course, students should be able to:

- ♦ Make legal and policy-based arguments.
- ♦ Evaluate legal arguments, including the ability to assess the strengths and weaknesses of particular rules and policies.
- ♦ Advocate, in both oral and written formats, the legal, economic, and social strengths and weaknesses of a rule or policy and use case law, statutes, and policy to persuade others.
- ♦ Recognize ethical issues in how public policies may interact with criminal laws.
- ♦ Acknowledge the existence of diverse ideological viewpoints when considering the social implications of criminalizing certain activities.

OFFICE HOURS

Spring 2026 Office Hours TBD …

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SYLLABUS

WEEK 1: Monday January 12

Course Overview: Enforcing Morals & Conceptualizing "Victimless" Crime
ULWR: Selecting a Paper Topic

WEEK 2: * NO CLASS (MLK Jr Day) *

WEEK 3: Monday January 26

Alcohol & Marijuana as Models for Vice Decriminalization
ULWR: Writing a Thesis Statement: How to Do It, Why it's Important

WEEK 4: Monday February 2

Drugs: From the Streets to the Suburbs, All the Drugs All the Time
ULWR: Formatting the Outline & the Final Paper

WEEK 5: Monday February 9

Gambling: It's Everywhere – Lotteries, Casino Games, Animal Racing, Sports, …
ULWR: Roadmaps & Parenthetical Citations

WEEK 6: * Conferences in lieu of class this week *

WEEK 7: Monday February 23

Prostitution: Why Can't We Just Pay For Sex? Is it bc Human Trafficking?
ULWR: Work on Outline

WEEK 8: Monday March 2

Big Pharma, Big Sugar (Mo Money, Mo Problems)
ULWR: The Importance of PrOoFrEaDiNg

OUTLINE DUE in Word format no later than Thursday March 5 @ 11 AM PST
via email to enjones@wsulaw.edu

WEEK 9: * SPRING BREAK *

WEEK 10: Monday March 16

Social Media, Advancing Tech, AI, & "Misinformation" as Possible Vice Contributors
ULWR: Outline De-Brief & Return

WEEK 11: * Conferences in lieu of class this week *

WEEK 12: Monday March 30

Topic TBD
ULWR: Work on Paper

WEEK 13: Monday April 6

In-Class Student Presentations

WEEK 14: Monday April 13

In-Class Student Presentations

WEEK 15: Monday April 20

In-Class Student Presentations
Course De-Brief & Wrap-Up: Should We Enforce Morals & Does "Victimless Crime" Exist?

FINAL PAPER DUE in Word format **on** Monday April 27 at 11 AM PST
via email to enjones@wsulaw.edu

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Disability Services Statement: Western State College of Law provides accommodations to qualified students with disabilities. The Disabilities Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at Western State College of Law. To seek reasonable accommodations, a student must contact Senior Assistant Dean Donna Espinoza, Student Services Director and Disabilities Services Coordinator, whose office is in the Student Services Suite #111. Dean Espinoza's phone number and email address are: (714) 459-1117; despinoza@wsulaw.edu. When seeking accommodations, a student should notify Dean Espinoza of her or his specific limitations and, if known, her or his specific requested accommodations. Students who seek accommodations will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive but are effective only upon the student sharing approved accommodations with the instructor or professor. Therefore, students are encouraged to request accommodations as early as feasible with Dean Espinoza to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please notify Dean Espinoza, or please notify Dean Marisa Cianciarulo at (714) 459-1168; mcianciarulo@wsulaw.edu. Complaints will be handled in accordance with the College of Law's "Policy against Discrimination and Harassment."

Western State College of Law Programmatic Learning Outcomes: Western State College of Law's curriculum is designed so that every student achieves a level of competency prior to graduation in each of the eight Programmatic Learning Outcomes listed below:

(1) Doctrinal Knowledge**:** Students will demonstrate knowledge of substantive and procedural law in the core curriculum subjects, including Contracts, Criminal Law, Criminal Procedure, Torts, Real Property, Business Associations, Evidence, Civil Procedure, Constitutional Law, Estates, Community Property, Remedies, and Professional Responsibility.

(2) Practice Skills: Students will demonstrate the development of other law practice skills. Each student's chosen outcomes within this category will be varied based on the student's particular interests, coursework and work experiences. They may include, but are not limited to, the following topics: oral presentation and advocacy; interviewing; counseling; client service and business development; negotiations, mediation, arbitration, or other alternate dispute resolution methods; advanced legal research and writing (excluding purely academic papers and the first four units earned in introductory first-year legal research and writing class); applied legal writing such as drafting contracts, pleadings, other legal instruments; law practice management or the use of technology in law practice; cultural competency; collaboration or project management; financial analysis, such as accounting, budgeting project management, and valuation; cost benefit analysis in administrative agencies; use of technology, data analyses, or predictive coding; business strategy and behavior; pre-trial preparation, fact investigation, such as discovery, e-discovery, motion practice, assessing evidence, or utilizing experts; trial practice; professional civility and applied ethics; a law clinic that includes a classroom component; or a legal externship that includes a classroom component.

(3) Legal Analysis**:** Students will demonstrate the ability to identify the factual and legal issues implicated by a fact pattern and to appropriately use cases (including identifying the salient features of an appropriate precedent case, identifying legally significant similarities or differences between the precedent case and a fact pattern and explaining why those are legally significant) and rules (including the ability to connect legally significant facts in a fact pattern to the rule) to predict how a court would decide the issue. Students will also demonstrate the ability to identify and evaluate the public policies of a precedent case or rule and be able to evaluate how public policy can impact the application of a rule to the legal issue.

(4) Legal Research: Students will demonstrate the ability to locate relevant legal authority using a variety of book and electronic resources, and to properly cite to such legal authority.

(5) Communication: Students will demonstrate the ability to communicate both orally and in writing in a manner appropriate to a particular task to effectively convey the author or speaker's ideas. This includes audience sensitivity in written and oral communication (the ability to adopt a tone, style and level of detail appropriate to the needs, knowledge and expertise of the audience); and written communication basic proficiency (the ability to use the conventions of grammar, spelling, punctuation, diction and usage appropriate to the task and sufficient to convey effectively the author's ideas).

(6) Advocacy of Legal Argument: Students will demonstrate the ability, in both oral and written formats, to evaluate the legal, economic and social strengths and weaknesses of a case and use case and statutory authority as well as public policy to persuade others. Making policy-based arguments includes the ability to identify and evaluate the public policies of a precedent case or rule and their implications, and be able to assert such appropriate arguments to support a particular application or distinction of a precedent case to a legal controversy or a particular resolution of the application of a rule to the legal controversy.

(7) Client Sensitivity and Cultural Competency**:** Students will demonstrate an awareness of clients' needs and goals, including a sensitivity to clients' background and circumstances (including, but not limited to, socio-economic, gender, race, ethnicity, educational, disability and/or religious background(s)), the ability to make decisions that reflect an appropriate focus on those needs and goals, and awareness that cultural issues may affect the relevance of facts and application of the law.

(8) Legal Ethics: Students will demonstrate the ability to identify ethical issues in law practice contexts and make appropriate decisions to resolve such issues.