**Professor Richard C. Reuben**

**Emotional Intelligence in Law**

**Fall 2012. Room 7**

**Thursdays, 4:30 p.m. - 6:30 p.m.**

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**Emotional Intelligence in Law**

**Final Syllabus**

**Course Overview:** As in medicine, business, and the other professions, success in law requires much more than the ability to understand, apply, and articulate the law. It also requires the ability to perform in difficult, often high-pressure environments; to work effectively with others, including clients, colleagues, and staff; and to lead in situations of conflict and uncertainty. These tasks require a separate set of skills that have long been highly prized in the legal profession, but not formally taught in law schools or cultivated in practice. The thinking was that either you have these skills or you don’t.

Ongoing research in psychology and business, however, has proven not only the importance of these skills to professional success, but also to personal happiness that can be so elusive in the professions – especially the legal profession. It has also confirmed that these skills are not simply innate, but can be learned, practiced, and perfected. These skills have come to be known as “emotional intelligence” or “emotional quotient (EQ),” and seen as a necessary complement to cognitive intelligence (or “IQ”).

In this course, we will study the elements and structure of Emotional Intelligence and apply it to our work and lives as legal professionals. This specifically includes fostering a greater sense of self-awareness of our cognitive and emotional terrains, and the development of skills and strategies to manage them effectively. From this baseline, we will also strengthen our awareness of ourselves in relationship to others, so that we can manage those relationships in ways that are constructive, productive, and authentic. In the end, it is my hope that you will have gained the knowledge and skill to be effective, successful and happy in your work and lives as legal professionals.

**Readings:** There is no law school text for this course. Instead, we will work with several books and readings that will be posted on the class TWEN site. To save you money, I have not ordered the books through the bookstore. However, they are readily available through half.com and other online book services. Cost will vary by condition preference, but the full set can easily be purchased in “new” or “like new” condition for under $25 the last time I checked.

**Required Readings**

* Daniel Goleman, Emotional Intelligence (1995, 10th Anniversary Edition 2005)
* Richard Lazarus and Bernice Lazarus, Passion and Reason (1994)
* Paul Ekman, Emotions Revealed (2003)
* Roger Fisher and Daniel Shapiro, Beyond Reason (2006)
* Douglas Stone, Sheila Heen, and Bruce Patton, Difficult Conversations (2000)
* David Fontana, Learn to Meditate (1999)
* TWEN Web Site Materials

**Recommended Books**

* Dale Carnegie, How To Win Friends and Influence People
* Daniel Goleman, Social Intelligence
* David Caruso and Peter Salovey, The Emotionally Intelligent Manager (2004)
* David Hoffman and Daniel Bowling, Bringing Peace Into the Room
* Jon Kabat Zinn. Where Ever You Go, There You Are
* Jon Kabat Zinn, Full Catastrophe Living
* James E. Loehr, Stress for Success (1997)

**Grading:** Grading will be based on weekly reflection papers (40 percent), a final reflection paper (20 percent), class facilitation (20 percent) and general class participation (20 percent).

**Weekly Reflection Papers.** You are required to turn in 8 reflection papers over the course of the 14-week semester. They should be 2-3 pages each, and integrate the readings (with pinpoint citations) and class discussion with your own personal application and insights into how the principles we are working with operate in your professional and personal life. Suggested topics are posted on the TWEN site, but they are suggestion only. Feel free to depart if and when you are so moved. Journals should be double-spaced, with single-inch margins, page numbered, in a Times Roman font, and turned in to me by email before class on Thursday. Note: You may only turn in one reflection paper per week, and it is due before the beginning of class.

*Submitting the Reflection Paper:* Send them to my email address – [ReubenR@missouri.edu](mailto:ReubenR@missouri.edu) -- but put “EIJournals” in the subject line, spelled exactly this way, to facilitate proper routing. I don’t always read these immediately, so if you have questions or comments calling for my immediate attention, it is best to send them to me in a separate email.

**Final Reflection Paper**. The final reflection paper will be a comprehensive 10-12 page reflection on the course and its implications for you as a person and as a lawyer, legal education, and the legal profession. Also, please offer your critique of this class and ways that you think it can be improved.

**Class Facilitations:** Many weeks, at least two students will be paired to serve as the primary facilitators of that week’s discussion. This requires the completion of two tasks: First, a presentation on the substantive content of the readings. Second, an exercise to embody the principles discussed in the readings. You will have 50 minutes, and only 50 minutes, in which to accomplish both of these tasks. You have enormous discretion in terms of how you choose to do this. Past students have used PowerPoint presentations, internet clips, short assessment tests, listening exercises, and other techniques to provide the basis for discussion. Be creative, but be succinct. (Please note that you will not have time to simply regurgitate everything that is in the readings on PowerPoint slides.)

**Mindfulness Meditation**: In every class there will be a meditation component. There are many different types of meditation, ranging from the religious or spiritual to the wholly secular. In this course, we will use a secular form of meditation called Mindfulness Meditation as a tool for cultivating the capacity to be in the present moment, to gain self and social awareness, and to acquire greater perspective. No prior meditation experience is required. I have assigned some required readings on mindfulness, but there are several more readings on the TWEN site under Recommended Readings.

**Attendance:** Attendance is expected, and is especially important because students will have a significant role in the development and teaching of this class.

**Confidentiality:** By its very nature, this class may be an intense and personal experience for many of you. It is vital that everyone feel safe to speak openly and freely so that joint learning can occur. While this augers in favor of a strict rule of confidentiality, there may be some felt need to process the experience with others outside of the class. As a result, I expect us all to respect each other’s privacy and dignity, and not to disclose any information when discussing this class that would identify particular students. Failure to do so will be considered an Honor Code violation.

**Appointments and Class Schedule Adjustments.** For appointments, please use the sign-up sheet on my office door (Room 308) and send me a note confirming the date/time. Alsoplease note the following changes to the normal schedule. All make-ups will be from 4:30-6:30 p.m. in Room 107.

**Class Cancelled Make-Up Class**

September 6 Tuesday, September 4

October 11 Wednesday, October 10

October 18 Wednesday, November 7

**Schedule of Classes**

*Note: Chapter and/or page numbers are noted in parenthesis following the reading.*

**Week 1. August 23. Orienting Toward Emotional Intelligence**

Readings: The Plight of Lawyers (TWEN)

Goleman, Emotional Intelligence

When Dumb is Smart (3)

The Cost of Emotional Illiteracy (15)

Fontana, Introduction and The Gateway (pages 10-45)

W**eek 2. August 30. The Nature of Intelligence**

Readings: Gardner, Multiple Intelligence (TWEN)

Gladwell, Outliers (TWEN)

Fontana, Essentials (pages 58-85)

**Week 3: September 4 (rescheduled from Sept. 6). What are emotions?**

Readings: Goleman, Appendix A-B

Ekman, Emotions Across Cultures (1)

Lazarus, Stress and Emotion (11)

Biswas, Positive Stress (TWEN)

Beck, What Meditation Is. What Meditation is Not (TWEN)

**Week 4. September 13. Emotion and the Brain**

Readings: Goleman, The Emotional Brain (Part One), Appendix C

Lazarus, How Biology and Culture Affect Emotion (9)

Seigel, Brain Basics (TWEN)

**Week 5. September 20. Negative Emotions**

Readings: Lazarus, Nasty Emotions (Anger, Jealousy, Envy) (2)

Goldstein, Liberating Emotions (TWEN)

Goldstein, Emotional Bondage, Emotional Freedom

Facilitators: Chantal Fink, Luke Weissler

**Week 6.**  **September 27.** **Negative Emotions**

Readings: Lazarus, Existential Emotions (Anger-Fright, Guilt, Shame) (3)

Facilitators: Chris Adejo, RJ Stockman

**Week 7. October 4. Negative Emotions**

Readings: Lazarus, Emotions Provoked by Unfavorable Life Conditions (Relief, Hope

Sadness, Depression) (4)

Facilitators: Lacy Cansler, Zhiyuan Dan

**Week 8. October 10 (rescheduled from Oct. 11) Positive Emotions**

Readings: Lazarus, Emotions Provoked by Favorable Life Conditions (Happiness,

Pride, Love) (5)

Facilitators: Emily Walker, Holly Bollinger

**Week 9. No Class!**

Readings: Start reading Fisher & Shapiro, *Beyond Reason*

Stone et al, *Difficult Conversations*

**Week 10. October 25. Positive Emotions**

Readings:Goleman, The Roots of Empathy (7)

Lazarus, Empathic Emotions (Compassion, Gratitude, Aesthetic) (6)

Facilitator: Simone Haberstock

**Week 11. November 1. Assessing and Managing our Emotions**

Readings: Conte, A Review and Critique of Emotional Intelligence Measures (TWEN)

Goleman, Windows of Opportunity (Part Four)

Ekman, Changing What We Can Be Emotional About (3)

Lazarus, Coping and the Self-Management of Emotion (8)

Fisher and Shapiro, Beyond Reason

**Week 12. November 7-8 Reading and Managing Emotions of Others (make-up from Oct. 18)**

Readings: Goleman, The Social Arts (8), Managing With Heart (10)

Stone, et al., Difficult Conversations

November 8. The Role Reversal Exercise

**Week 13. November 15. Leadership**

Readings: Kouzez & Posner, What Leaders Do and What Constituents Expect

(Part 1) (TWEN)

Cote, et al., EI and Leadership Emergence in Small Groups (TWEN)

Cote & Ivona Hideg, The Ability to Influence Others Via Emotion

Display (TWEN)

**November 22. Thanksgiving Break. No Class!**

**Week 14. November 29. Moving Forward with Emotional Intelligence**

**Administrative Disclosures**

**Statement Regarding Americans with Disabilities Act:** If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services ([*http://disabilityservices.missouri.edu*](http://disabilityservices.missouri.edu)), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations.  For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

**Statement Regarding Academic Dishonesty:** Academic integrity is fundamental to the activities and principles of the School of Law. All members of the law school community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The law school community regards breaches of the School of Law’s Honor Code as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. The course instructor reserves the right to lower a grade because of violations of academic integrity.

**Statement Regarding Sanctity of Classroom Discussions.** University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded.  Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.