

## *Chapters 1 & 2*

While some instructors will decide not to devote any class discussion to these chapters, there are ways of discussing them that can make the discussion interesting. For example, the students can be asked to postulate a “lawless” world where there are no state made rules and no places available to hear grievances. This should make them see the importance of law as a method of protecting members of society as well as being essential for economic exchanges.

Also ask the students which regulators, legislators, executives (mayors, governors or presidents), administrative agencies or judges are more democratic and more responsive to the will of the people. Focus upon these instruments of government in terms of their ability to protect the minority from the desires of the majority even in a democratic society.

Ask students whether they have ever lived within a “precedent” system. Have they ever asked “have we ever done this before?” Is this a desirable way of running a club, a business or a school?

