Course Syllabus for POL, CJ 431

Civil Liberties

Fall 2016

Instructor Information

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Office: Druien 223 Phone: 270-789-5264

Office Hours: MF 2-3, W 1-4, TR 2:30-4 Final Exam: 12/15 11am

Course Description: In this course, the student is confronted with the fact that the Constitution defines our freedoms in cursory language, thus leaving it to the courts to flesh out the document’s skeletal guarantees. Special emphasis will be placed on affirmative action efforts.

Course Objective The objective of this course is to assist the student in developing a basic understanding of the forces that have shaped the current interpretation of the basic liberties possessed by Americans. The course will familiarize the student with some of the key debates in the scholarly literature, as well as examine the way that the Supreme Court and public opinion has contributed both positively and negatively to constitutional development. By the end of the course, the active student should be able to:

* Explain the various approaches to constitutional interpretation;
* Participate in the debate about the “proper” role of the Constitution in politics;
* Discuss the sources of the basic civil liberties available in American society;
* Describe the legal controversies, including the relevant case law, that informs current understanding of the Constitution;
* Debate the relative strengths and weakness of various interpretations of the civil liberties; and
* Effectively argue, citing the relevant case law, which side would win in a particular case.

Required Text: Raskin, Jamin. *We the Students: Supreme Court Cases for and about Students, 4th ed.* Sage: Los Angeles, CA ISBN-10: 1483319199

Additional Readings: Articles for class discussion provided by instructor

General Requirements

Each student is required to be an active participant in their own education. Active participation includes class attendance and participation, to the extent that participation is possible. More importantly for courses of this nature, participation requires a willingness to engage the materials presented both by the instructor and by your fellow classmates. The tests will focus heavily on lecture material and assigned readings. Additionally, tests will likely use current events as examples whenever possible.

Broadly speaking, there are two separate but equally important components to the course. The first, and arguably more important, is understanding *how* and *what* civil liberties are provided under the U.S. constitution. The second piece is in familiarizing ourselves with the case law that has shaped that understanding. For this reason, the course is in some respects two separate classes, one that will allow us to questions whether or not the courts “got it right”, and then in being able to explain where and why they got it wrong.

In order for us to develop both components, we will use three sets of assignments. First, four times during the semester students will be required to provide a written brief on a topic related to class discussion. Students will be expected to present a 10-minute discussion of their brief in class to their classmates. Sign-ups for the topics and presentation dates will be held no later than the 7th class period.

Second, students will be required to take two examinations during the course of the term, with each exam covering a separate set of readings and class discussions.

Finally, students will be evaluated on their class attendance and participation. The participation grade will be determined based on the student’s ability to participate in class discussion and engage in course material. Students who miss class will be deducted 1 point per absence after the 2nd absence. Students who receive a 0 in participation will receive a WA for the course.

Final grades will be determined using the following formula:

 Tests 40%

 Written Briefs 40%

‘Class Participation 10%

 100%

A= 100%-90% B= 89%-80% C= 79%-70% D= 69%-60% F= below 60%

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|  | **Kentucky Teacher Standards (KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology (Yes or No)** | **[Include full name of SPA/s]** | **CAEP** |
| Exams40% | 1.11.2 | 1.2 | 4 |  | N | Ncss1.11.21.61.102.3 | 1.33.5 |
| Briefs40% | 1.11.2 | 1.2 | 4 |  | Y | Ncss1.11.21.61.102.3 | 1.33.5 |
| Class Participation10% | 1.11.2 | 1.2 | 4 |  | N | Ncss1.11.21.61.102.3 | 1.33.5 |
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Specific Expectations

In addition to the general requirements, there are also a number of specific expectations. As a student in a college level course, it is assumed that you can be held to a high standard of respect, decorum, participation, and professionalism. The classroom is more than just a place to “hang-out”; it is an institution for education. To that end, the following minimum expectations should be met by all students. Students failing to meet these expectations will see grade reductions as negative compensation for their actions. They include, but are not limited to:

Class Attendance: Attendance is an expectation at the college level. While it is assumed that students will be diligent in their attendance, and that all students come to the class focused on learning the material, attendance will be taken each day. Students who demonstrate excessive absences will be penalized accordingly. Due to the importance of lecture and class discussions to the material covered on exams, missing class is STRONGLY discouraged.

Late Work: No late work will be accepted. If a student is aware of a prior time conflict with an exam, and notifies the instructor at during the first two weeks of the term, they may be able to take the exam at a different time. Otherwise, if the student takes it late they will be docked 10 points for each hour late for the first two hours, and 10 additional points for each day late after that.

Course Websites: Students will be responsible for submitting all assignments to TigerNet by the deadline. All written assignments will be submitted to TurnItIn.com by the instructor.

Tardiness: Class begins at the scheduled time. Students arriving after attendance has been taken will be considered absent. A student that misses more than two classes will have one point deducted per class.

Participation: Participation consists of two components. First, participation involves engaging the material in class through debate, discussion, clarification, or otherwise contributing to the advancement of the course. Second, participation involves not deterring others around you from engaging the material. Behaviors such as inappropriate comments or conversation, failure to come to class prepared, or failure to maintain personal hygiene will not be tolerated. Students who engage in this behavior will be counted absent for the day

Freedom of One of the most valued aspects of the collegiate environment is the right to freely express

Speech: opinions. It must be understood that this right exists in this class. To that end, it is our responsibility to respect the opinions of others, not to try to silence them. We should also be aware that some opinions expressed may not actually be held by the expresser. Upon occasion, the instructor other students may choose to take the role of “devil’s advocate” for the purpose of proving a point in the conversation. That said, it is unacceptable behavior to engage in personal attacks at any time against a classmate or against the instructor.

Use of Recording Students who wish to use recording devices in class may do so. It is recommended students sit at the

Devices: very front of the class when using such devices. In the event that this is not possible, arrangements can be worked out for using another location for recording purposes.

Requests for As a rule, the instructor does not provide notes to students. Charts, graphs or tables used in class may

Notes be made available on the instructor’s website. Students who request the instructor’s notes will be told to get them from another student.[[1]](#footnote-1)

Campus Security If, for any reason, you need to reach Campus security, they can be contacted at:

 Office:  (270) 789-5555; Cell Phone:  (270) 403-3611.

Basic Course Outline

1. Constitutional Origins
	1. The Nature of Constitutions
	2. The Nature of Law
	3. Judicial Interpretations
2. Original Liberties
	1. Property and Propertied
	2. Political Freedoms
3. Revolutionary Liberties
	1. Criminal Protections
	2. The Origins of Privacy
4. The Modern Liberty Movement
	1. Redefining Citizenship
	2. Positive Freedoms as Liberties
	3. The Future of Liberties

Page of Legal Stuff

Policy on Academic Integrity

The purpose of a college education is to expand knowledge, to be exposed to different ideas, and to develop a greater understanding of the world in which you choose to live. It is expected that each student will wish to be evaluated on their own performance and not on the performance of others. If, however, a student is found to be cheating in any way, or willingly and knowingly plagiarizes the written works of others, severe consequences will follow. These will include failure of the assignment, and may include failure of the course and/or suspension from the school. To avoid this, the instructor reserves the right to move any student, or request that any student retake an exam or redo an assignment.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at 270-789-5192 to inquire about services.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office: 8A

Phone: 270-789- 5016

Email: twvanmeter@campbellsville.edu

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Course Copyright and License

Material presented by the instructor during the course is licensed for academic purposes only, and any original content produced by the instructor should be deemed under copyright. Students may use any handouts, notes, recorded lectures, or other materials to assist them in their own learning. Students may also share course materials with students enrolled in their section to assist them in the class. Any use of the handouts, notes, recordings of any type, or any other materials developed by the instructor is a violation of this license and is subject to civil action.

Questions concerning this policy should be directed to the instructor or his designated representative.

1. The only exception to this rule will be students with documented disabilities. [↑](#footnote-ref-1)