Course Description (from TAMUCT Catalog)
Examine the origin and development of constitutional prohibitions as shown by leading US Supreme Court decisions on civil rights, contracts, due process, economic regulation, eminent domain, labor relations, obscenity, political utterance, and religion.

Course Objectives and Outcomes
This course is intended as a stand-alone introduction to Constitutional Law, with a particular emphasis on the Supreme Court’s interpretations of the Bill of Rights and the 14th Amendment. There are several objectives for the course:

1. Students should be familiar with the text of the U.S. Constitution.
2. Students should be able to approach Constitutional and legal interpretive dilemmas using the techniques of textual analysis and stare decisis, taking into account the conflicting demands of originalism and the need for a “living constitution.”
3. Students should develop a coherent judicial philosophy of their own, through which they can interpret the provisions of the Constitution.
4. Students should be able to use legal reasoning and appeals to judicial philosophies to argue for either side in constitutional disputes.
5. Students should become more effective advocates, capable of addressing controversial issues using reason and evidence.

The first two outcomes are assessed by both the first homework assignment and the final exam. Outcome 3 is assessed using homework exercises and class discussion. Outcomes 4-5 are assessed using the assigned debates and written opinions.

Book List
There are no required books for this course. The following book is recommended for its brief summaries of most of the cases covered in the course, but it is not assigned or required for purchase. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same book may also be available from an independent retailer, including an online retailer. All required readings are available on Canvas.
Mode of Instruction and Course Access
This is a 100% online course using the Texas A&M University-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Technology Requirements
Logon to Texas A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password

Additional requirements:
- Everything is tested using the free Google Chrome web browser, but should also work with most modern web browsers (e.g. Firefox). However, Internet Explorer is not supported by Canvas.
- You will need the ability to watch streaming videos on Canvas, which requires broadband internet access. This does not require you to install specific video software -- if you can watch videos on sites like YouTube, you should be able to watch the course videos without issue.
- You will need to be able to open Portable Document Files (for readings posted on Canvas). Adobe Reader can do this for free.
- You may want to be able to view the Microsoft PowerPoint files which provide the basis for occasional lecture material. If you cannot gain access to a program which can open these, I can post them in pdf format as well.
- You will need a microphone (but not a video camera) for WebEx office hours.

Grading (90/80/70/60, rounded to the nearest percentile)

Academic Integrity Exercise: This consists of watching a brief lecture on Canvas, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. It takes about half an hour. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have successfully completed this exercise in another one of my courses, then you need not complete it again to get the credit.

***Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before the due date in the course calendar.***

Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise by the due date.

Assignments (74%). There are three types of assignments:
- Exercises (3): Each of these comes with its own instructions and rubric on Canvas. For example, the judicial philosophy exercise asks you to set forth your philosophy of how judges should decide difficult Constitutional cases. This part should take a couple of paragraphs. It should be clear from your explanation exactly what a judge should do with the text of the Constitution and how the judge is to select from among competing interpretations of that text. You should also address the relevance or irrelevance of the intent of the framers of Constitutional provisions, dictionary definitions of the words in the Constitution (sometimes referred to as “plain meaning”), changing social or technological conditions, established precedent, and overarching values like natural rights or justice.
• Briefs (3): For an example of a good brief for this class, see the *Frothingham v. Mellon* sample brief.
  o You want a brief to convince the reader (i.e. each Justice) that your position on the question(s) posed by the Court in your case is the only logical position, given the text of the Constitution and any applicable laws, prior precedents, and the degree to which a decision in your favor will serve universal social objectives. Remember that your classmates are a diverse lot with different judicial philosophies, so don’t rely too much on an overly-narrow view of how the Constitution must be interpreted. Try to find common ground that justices might find compelling even if their interpretive approaches differ.
    ▪ Begin with a paragraph recounting the basic facts of the case, so the reader is familiar with who did what and what was decided in the lower courts.
    ▪ Now address the question(s) posed by the Court, in order.
      o For each question, try to come up with at least three independent reasons the Court should rule in your favor.
        o For example, you might emphasize that the plain meaning of the Constitution supports your answer, that one (preferably many) previous cases have interpreted the Constitutional provision at issue in the manner you recommend, and that the alternatives to your answer have unacceptable social costs (like undermining one or more of the social objectives listed above).
      o Then move on to the next question.
    ▪ Finally, include a closing paragraph where you tie together your arguments to show the Justices (your classmates) the positive implications of voting for your client and the negative implications of voting for opposing counsel’s client.
  o Actual briefs use a unique system of citation, but all I ask is that when you cite a case, you provide the case name in italics and the year of the decision (and page number for direct quotes) in parentheses. If you cite secondary sources, be sure to use APSA format for them (APSA guidelines are available on Canvas), attaching a Works Cited page.

• Judicial Opinions (2): In an opinion, you should briefly summarize the facts of the case, identify the legal questions at issue, state how you ruled on each such question and why (legal reasoning that addresses counterarguments made by the losing side), and finally either affirm or reverse the court below (technically, you can also vacate a ruling of a lower court and send the case back for rehearing under the legal principles you established, but this is effectively a reversal anyway).
  o There are no maximum length limits on opinions (the longest majority opinion was the *per curiam* opinion in *Buckley v. Valeo*, which ran to 31,000 words and nearly 300 pages); as for minimum length, you should write enough to have clearly accomplished each of the above elements (which will vary from case to case, depending on the number and complexity of questions presented and arguments made).

• Annotated Flowcharts (3). You will see several examples of flowcharts in class readings. Your goal is to either neatly draw one with pen and paper or create one using something like Word or PowerPoint. At each step in the analysis, there should be at least one precedent listed that compels that step. If a test is to be applied, each element of the test should have a precedent associated with it.

*Unit Exams (36%)*: Each unit exam consists of a (possibly hypothetical) case for which you must write a judicial opinion consistent with the precedents covered in that unit. The case will contain multiple questions of constitutional interpretation crossing several different virtual sessions of material from that unit. For example, since Unit II covers both separation of powers (between the three branches) and division of powers (between the federal and state governments), the Unit II exam may contain a question that requires you to both
determine whether the correct branch of the federal government is exercising its authority (separation of powers) and whether that exercise unconstitutionally conflicts with powers reserved to the states.

**POLI 4302 Unit Exam Question Grading Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judicial Philosophy (30%)</th>
<th>Argument Structure (10%)</th>
<th>Evidence (50%)</th>
<th>Counter-Arguments (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clear, detailed, and defended. No <em>ad hoc</em> elements present; rather, everything fits together consistently from principles you defend.</td>
<td>The proposed ruling is built up from arguments about each element of the question, each with its own support, and consistent with the judicial philosophy.</td>
<td>The decision applies all legally relevant standards, texts, and precedents to the facts of the case, providing support of the type needed by the judicial philosophy used in the opinion.</td>
<td>Addressed, with flaws spotlighted.</td>
</tr>
<tr>
<td>B</td>
<td>Detailed and defended, but vague or includes some <em>ad hoc</em> elements.</td>
<td>Some elements of the proposed ruling do not correspond to the question posed or judicial philosophy used.</td>
<td>The decision applies most but not all legally relevant standards, texts, and precedents to the facts of the case, providing support of the type needed by your judicial philosophy.</td>
<td>Addressed, with mixed results.</td>
</tr>
<tr>
<td>C</td>
<td>Partially defended, but important principles appear disconnected from each other, such as an <em>ad hoc</em> collection of conflicting ideas, rather than a complete judicial philosophy.</td>
<td>The ruling is a set of arguments that proceed without logical order.</td>
<td>The decision applies some legally relevant standards, texts, and precedents to the facts of the case, providing support of the type needed by your judicial philosophy. Important evidence and lines of argumentation are ignored OR the evidence used to support the ruling is not consistent with the type required by the judicial philosophy.</td>
<td>Some addressed, with mixed results.</td>
</tr>
<tr>
<td>D</td>
<td>Partially defended, but unclear or self-contradictory. It appears to be an <em>ad hoc</em> collection of conflicting ideas, not a coherent judicial philosophy.</td>
<td>Most of the ruling is devoid of actual argument, instead following a stream-of-consciousness or “data dump” strategy.</td>
<td>At least one major element of the ruling has substantial evidence from the course that supports it. However, the other elements are supported by generally vague, irrelevant (to your judicial philosophy), or “naked” claims (i.e. ones without evidence and/or warrants).</td>
<td>Most unmentioned; remainder are dismissed with vague statements or similar avoidance strategies</td>
</tr>
</tbody>
</table>
### POLI 4302 Course Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity Exercise</td>
<td>0 (but required to pass)</td>
<td>0% *</td>
</tr>
<tr>
<td>Exercises</td>
<td>150 (50 each)</td>
<td>15%</td>
</tr>
<tr>
<td>Briefs</td>
<td>210 (70 each)</td>
<td>21%</td>
</tr>
<tr>
<td>Opinions</td>
<td>100 (50 each)</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Flowcharts</td>
<td>180 (60 each)</td>
<td>18%</td>
</tr>
<tr>
<td>Unit Exams</td>
<td>360 (120 each)</td>
<td>36%</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

895+=A    795-894=B  695-794=C  595-694=D  594 or lower=F

### Course Policies

#### Lectures and Videos
The PowerPoint files I post don’t include the explanations I give in the videos. The (few) lectures in this course do not simply rehash the readings – they add new material and help you organize the evidence presented in the assigned readings.

#### Deadlines and Late Work
- This is not a self-paced class. The first week of classes, just make sure you have everything in by the end of the week (Friday night). But after the first week, submission deadlines are typically 11:59 PM on the due date (the exceptions are out two live (synchronous) simulations, for which the preparatory work is due by 6 PM before the start of the simulations. Make smart use of weekend time to plan ahead for all of your course sessions that week.
- Late submissions lose 20% of their credit each day they are late, so I have the assignments close five days after the original due date. The final exam cannot be late, so it closes the moment it’s due.

#### Incompletes
Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

#### Academic Integrity
*University Code of Academic Honesty:* Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result

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Dixon – POLI 4302: Constitutional Law – Summer 2020  

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895+=A    795-894=B  695-794=C  595-694=D  594 or lower=F
in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

• Violations: Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  o Most Common Violation: Plagiarism. This comes in two varieties:
    ▪ Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
    ▪ Paraphrasing another person’s words without citing the source
  o Second Most Common Violation: Receiving answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied answer on an assignment is sufficient to trigger the policy.

• Penalties:
  o The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is greater. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
  o The (a) outright purchase, download, or completion by others of an exam or assignment, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure and recommendation for maximum disciplinary penalties to the TAMUCT administration.

Drop Policy
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the
completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Student Resources

- **WARIOR SHIELD: Emergency Warning System for Texas A&M University-Central Texas**
  Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.
  - Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) can be downloaded and installed on your mobile device from Google Play or Apple Store.

- **Academic Accommodations**: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required).
  - Important information for Pregnant and/or Parenting Students
    - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].
    - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator. the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

- **Tutoring** is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors
will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

- If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.
- Chat live with a tutor 24/7 for almost any subject from your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

- The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.
- Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
- Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

- The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and
Amendments
Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.

Instructor’s Personal Statement (not required reading, but may be of interest)
I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others’ arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the “core” of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

Critical Thinking Skills

Students should learn to think critically about the material in the course (primarily the assigned readings). This is a difficult skill to learn, but one that pays dividends in every other class and in the outside world. After all, we want educated and critical citizens. In this course, I sometimes assign my own work, as this is my research area. I expect students to bring the same critical focus to my own work that they do to those of other authors.

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students’ attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with “Are you asking X, Y, or Z?” Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for “the way it is” to be handed to them from on high. After all, we want educated and critical citizens. In this course, I sometimes assign my own work, as this is my research area. I expect students to bring the same critical focus to my own work that they do to those of other authors.

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Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the “best bet” for explaining a phenomenon or the superior normative framework. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” I force students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For
empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

**Writing and Speaking Skills**

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing and presentation activities that require effective argument. Ideally, provision for revision and resubmission would be part of every course, but in shortened or summer courses this is difficult. In order to help students proofread their work, I put together a brief guide illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage.

**Moral Development**

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of human behavior) that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others.

**Subject Mastery**

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it mean being able to apply the material to an unanticipated question or situation. Accordingly, units are structured around great unanswered questions or moral dilemmas.
Course Modules

Unit I: Processes of Constitutional Interpretation – Is the “Rule of Law” a Myth?
1. By June 4:
   a. Read: Course Syllabus (see Files)
   b. Watch: The Rule of Law – Or Politics By Other Means? (min – see Pages → View All Pages)
   c. Complete (if you have not previously completed the Academic Integrity Exercise for me in some other course): Academic Integrity Exercise (see Assignments)
   d. Read: Constitution of the United States of America
   e. Complete: Constitutional Scavenger Hunt Exercise

2. By June 9:
   a. Read:
      ii. Baude and Doerfler, “The (Not So) Plain Meaning Rule”
      iii. Reinhardt, “Life or Death: Our Constitution and How It Grows”
   b. Complete: Judicial Philosophy Exercise

Unit II: The Separation and Division of Constitutional Powers
3. By June 11:
   a. Read: Packet on Judicial Powers and Limits
   b. Complete: Brief for Respondent (Frothingham v. Mellon)

4. By June 16:
   a. Read:
      i. Vile, Essential Supreme Court Decisions: Summaries of Leading Cases in US Constitutional Law (Excerpts on Congressional Powers)
      ii. Feist Publications, Inc. v. Rural Telephone Services Co. (Syllabus Only)
      iii. Eldred v. Ashcroft (Syllabus and Stevens Dissent)
   b. Complete: Policy Preferences Survey

5. By June 18:
   a. Read: Packet on Executive Powers
   b. Complete: Separation of Powers Exercise

6. By June 23:
   a. Read:
      i. Class Survey Analysis
      ii. Packet on Federalism and State Sovereignty
   b. Complete: Unit II Exam

Unit III: Political Rights: Speech, Assembly, Voting, and Equal Protection of the Laws
7. By June 25:
   a. Read: Packet on Political Speech Rights
   b. Complete: Annotated Flowchart on Free Speech

8. By June 30:
   a. Read: Packet on Rights of Association, Assembly, and the Press
   b. Complete: Judicial Opinion (Trump v. Antifa hypothetical)
9. **By July 2:**
   a. Read: Packet on the Equal Protection Clause
   b. Complete: Brief for Appellant OR Respondent (*Millikan v. Bradley*)

10. **By July 7:**
    a. Read: Packet on Voting Rights
    b. Complete: Unit III Exam

**Unit IV: Freedoms of the Person: Religion, Privacy, Self-Defense, and Due Process**

11. **By July 9:**
    a. Read: Packet on the Establishment and Free Exercise Clauses

12. **By July 14:**
    a. Read: Packet on Ninth and Second Amendment Rights of Privacy and Self-Defense
    b. Complete: Brief for Appellant OR Respondent (*DC v. Heller* OR *Griswold vs. Connecticut*)

13. **By July 16:**
    a. Packet on Searches, Seizures, and Property Rights – include *Nieves v. Bartlett* (Syllabus),
    b. Complete: Annotated Flowchart of Exclusionary Rule

14. **By July 21:**
    a. Packet on Trial Rights – include *Gamble v. US* (Syllabus and Excerpts from Gorsuch Dissent),
       *Ramos v. Louisiana* (Syllabus Only)
    b. Complete: Judicial Opinion (*Bordenkircher v. Hayes*)

15. **By July 23:**
    a. Read: Packet on Due Process of Law
    b. Complete: Unit IV Exam