COURSE SYLLABUS

Course Number: POS 3603
Prerequisite(s):
Course Title: American Constitutional Law
Course Credit: 3
Course Hours: 3
College: Arts & Sciences
Department: History & Political Science
Supplies:
Faculty Name: Gary Paul, Ph.D.
Term and Year: Fall 2008
Place and Time: Tues & Thurs. 2:00 – 3:15
Office Location: 305 Tucker Hall
Telephone: 561-2058
e-mail: gpaul@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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Course Description

The course is designed to provide the student with a broad survey of the development of American Constitutional law. Particular attention is given to the contributions of the Supreme Court and its development to public policy. The focus if the course examines the jurisdiction of the Court, impact of justices, relationship of state and nation, and the basic relationship of the individual to both levels of government.

Course Purpose

To develop in the student a clear and more comprehensive understanding of the legal history, judicial behavior, and politics of the U.S. Supreme Courts and its role as a component of the political and policy making process in American government.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5, 8</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accepts and fosters diversity.</td>
<td>F: 5</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understands fundamental concepts in technology.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use fundamental concepts in technology</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>
VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.4(D) | Be committed to individual excellence. | F: 4, 8 | I: 5, 9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 2, 5 | I: 5, 6 |

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance. | F: 4 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 4 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Knows the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 4, 8 | I: 4, 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 5 | I: 9 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 1, 8 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 2 | I: 6, 9 |
Overall Goals of the Course

To develop in the student a clear and more comprehensive understanding of the legal history, judicial behavior, and politics of the U.S. Supreme Courts and its role as a component of the political and policy making process in American government.

Specific Behavioral Objectives

The following are the content objectives:

1. Trace the development and evolving interpretation of case law relating to the Bill of Rights (FASAC-3.4 and NCSS 2.3)
2. Understand and describe how laws are made, enforced, and changed (FASAC-3.6 and NCSS 2.3)
3. The different sources of law (FASAC 3.7 and NCSS 2.3)
4. Explain the significance of basic documents, institutions, or cultural traditions of the U.S. (SSS-3.1 and NCSS 2.3)
5. Describe typical characteristics of democratic government (SSS-3.2 and NCSS 2.3)
6. Describe the ideas and theories which motivated the formation of American Government (SSS-3.3, FASAC-3.2 and NCSS 2.3)
7. To explain the ideological and philosophical foundations of the American Constitution (FASAC-3.2 and NCSS 2.3)
8. Describe the purposes of the Declaration of Independence and the US Constitution and how the concepts of natural rights, classical republicanism, and constitutional are expressed in these documents (FASAC-3.3 and NCSS 2.3)
9. Define and explain the structure and function of the American legal system (FASAC-3.5 and NCSS 2.3)
10. Explain checks and balances system (SSS-3.5, FASAC-3.3 and NCSS 2.3)
11. Explain privileges, rights, and responsibilities of a U.S. Citizen (SSS-3.7 and NCSS 2.3)

National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents,
Florida Educator Accomplished Practices (FEAPs)

1. **ASSESSMENT**
   1.1 The pre-professional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. **CRITICAL THINKING**
   4.1 The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**
   5.1 The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**
   8.1 The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

3. **Knowledge of Political Science**
   2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
   3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
   4. Identify the elements and functions of state and local government in the United States.
   5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
   7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

6. **Knowledge of Social Science and its methodology**
   2. Identify social science concepts (e.g., culture, class, technology, race, gender).
   6. Evaluate and interpret examples of primary source documents to show historical perspective.

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**Topical Outline**

**COURSE OUTLINE**
Introduction (SAC 3.5, SS 3.3 and NCSS 2.3)
The Making of the U.S. Constitution (SAC 3.2, SAC 3.3 SAC 3.7 SS 3.1 and NCSS 2.3)
Judicial Review (SAC 3.6 and NCSS 2.3)
Interpreting the U.S. Constitution (SAC 3.4 and NCSS 2.3)
Nation and State Relations (SS 3.2, SAC 3.7, and NCSS 2.3)
The Supreme Court (SAC 3.5 and NCSS 2.3)
Congress (SAC 3.6, SS 3.5 SAC 3.3 and NCSS 2.3)
The Executive (SS 3.5, SAC 3.3 and NCSS 2.3)
**Exam**
Racial Equality (SS 3.7 and NCSS 2.3)
Affirmative Action (SS 3.7 and NCSS 2.3)
Racial Gerrymandering (SS 3.7 and NCSS 2.3)
Gender Equality (SS 3.7 and NCSS 2.3)

**Video Presentation** –
Judicial Approach to the First Amendment (SAC 3.4 and NCSS 2.3)
Rights of Persons Accused of Crimes (SS 3.7 and NCSS 2.3)
The Media (SS 3.2 and NCSS 2.3)
The Right to Privacy (SS 3.7 and NCSS 2.3)

**Final Exam --**

**CASES** (Case brief may be found at the following locations: [http://court.it-services.nwu.edu/oyez](http://court.it-services.nwu.edu/oyez) or [http://www.elainelaw.com/supct5.htm](http://www.elainelaw.com/supct5.htm). The student must search the internet sites listed above and bring the case briefs to class. The student must be prepared to discuss assigned cases.)

Internet Assignment #1 -- Bring a copy of case briefs to class. The case briefs should cover cases 1-10. The briefs are to taken from the OYEZ web site. Internet Assignments #2-5 are TBA

1. Marbury v. Madison
2. Mccullough v. Maryland
4. Dred Scott v. Sanford
5. The Civil Rights Cases
6. Plessy v. Ferguson
7. Sweatt v. Painter
8. Brown v. Board of Education of Topeka Kansas I and II

**Teaching Methods/Performance-Based Tasks**

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

**Course Evaluation**

**Grading**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Quizzes</td>
<td>50 pts.</td>
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<tr>
<td>Exam (Mid-term)</td>
<td>100</td>
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<tr>
<td>Exam (Final)</td>
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<tr>
<td>Essays</td>
<td>50</td>
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<td>Internet</td>
<td>25</td>
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<tr>
<td>Video</td>
<td>50</td>
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<td>375</td>
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A = 338-375
B = 300-337
C = 262-299
D = 225-261
F = 260-below

**Course Policies**

**STUDENTS with DISABILITIES:**
Students with disabilities covered by the *Americans with Disabilities Act* should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.
ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”
Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and...[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive an ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates. Absences will be excused for emergencies with proper documentation from the Dean’s office.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Tentative Course Calendar

Week 8: Mid-term exam

Week 12: Video Presentation

Week 16: Final Examination