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Office Hours:  
Tues: 3:30-4:30 pm  
Thurs: 9:15-10:15  
or by appointment

## Political Science 5212: Civil Rights and Civil Liberties

*Spring 2018, Tues/Thurs, 2-3:20, BLDG 73, rm. 105*

### Course Objectives

The primary purpose of constitutional law is to balance individuals' rights with the powers necessary to properly govern a democratic society. American constitutional law is often divided into two different areas of study. The first focuses on the institutional powers and limitations of the branches and departments of American government; this area is presented in POLS 5211: Constitutional Law. In this course, we will examine how individuals' civil rights and civil liberties limit those governmental powers, including the majority's ability to establish moral and social rules and standards of behavior for others and to discriminate against minority groups and women. Over the past two centuries, the Supreme Court has provided authoritative definitions of Americans' civil rights and civil liberties. In this course, we will examine the Court's responses to increasingly complex questions regarding the balance between the rights of individuals against expanding forms of governmental and private power. We will examine how the Court has interpreted Americans' constitutional rights of free speech, press, association, religious exercise, and privacy, scrutinized government establishment of religion, and defined those civil rights protected against discrimination on the basis of race and gender. We will not have time to consider the protections provided to defendants in criminal trials or those facing punishment after conviction.

### Required Materials

We will be using Lee Epstein and Thomas Walker, *Constitutional Law for a Changing America Vol. II: Rights, Liberties, and Justice* (CQ Press, 9th Ed., 2016), hereafter *CLCA*. Epstein and Walker also produce a [online case archive](#) with edited cases that we will be using to supplement the cases in the book (henceforth **Archive**). I have NOT ordered books through the Campus Bookstore. Therefore you ensure that any new copy you buy should include a subscription to that archive. You may do through the [publisher's webstore](#). Those who purchase used books may need to pay for access to the Web Archive through CQ Press; the current price of the archive is \$25. Additional readings are available through [Canvas](#), as are abridged PowerPoint presentations and study sheets which will aid you in preparing for class and studying for the exams. **Please bring the casebook and print outs of relevant web cases to each class.**

Because we will be focusing our discussions on the development of constitutional doctrine, **you are required to read the assigned cases and other readings before the class session for which they are assigned.** Case names are those cases we will discuss fully in class, however, you are just as responsible for reading other assigned materials. You will find that it is in your best interest to carefully outline and "brief" each of the cases before the class meeting so that we may begin our discussions informed and ready. A guide to briefing cases is attached to the syllabus. Much of our work in class will involve the case method, and **I reserve the right to call upon any of you to explain the ruling in any assigned case at any time.**

**The use of laptop computers and cellphones during class is strictly prohibited.** For an explanation of this policy, please see [here](#).

### Course Requirements and Methods of Evaluation

Participation is required; it includes both contributions to class discussion and attendance. I will circulate a seating chart during our second meeting. **Attendance is mandatory; students will be permitted four unexcused absences before lack of attendance harms their grades** (with excused absences counted towards that number, but also beyond it).

**Participation:** Your participation grade (10%) will be reflect not only your attendance, but composed of two factors weighted equally: and your attendance and willingness to engage in discussion. Part of this participation will be done using a smartphone app called Poll Everywhere which turns your smartphone into a clicker. During class, I will regularly present you with hypothetical or actual cases and ask you to choose, among several options as to which is the best solution to the problem presented by the hypothetical as a way to begin our discussion.

Written assignments include two in-class exams. Both will include multiple choice and short answer; the final will cover only that material covered since the midterm. **Important: the week before the midterm, you must bring two large blue books, without your name or any other marking.** I will be redistributing these blue books with the midterm and final exams. There will be a Canvas quiz for each section of the syllabus; your cumulative score on those quizzes will be assigned a letter grade based on a curve.

During the course of the semester, I will provide you with a series of **hypothetical cases** for which you will be required to write two "**decision memoranda.**" Each assignment will be made for a period of one week; at the end of the week, the assignment will "time out" and you may only submit the new assignment assigned for the next week. The purpose of these assignments is to improve your writing and analytical skills; I will grade on the basis of writing and analysis as well as your command of course content. **A sheet detailing the proper form of these memoranda is attached to the syllabus.** While your first and second memoranda must be submitted by the dates listed on the syllabus, the due date for each specific memorandum will be listed on the assignment itself. The hypotheticals will be posted as announcements in Canvas, please make sure that you have notifications properly set.

**Your grade will be computed as follows:**

<b>Participation</b>	15%	<b>Date or Date Due</b>
<b>Canvas Quizzes</b>	15%	With each section of syllabus
<b>Memorandum 1</b>	15%	Must be received by <b>March 15</b> (assigned/due on rotating basis)
<b>Memorandum 2</b>	15%	Must be received by <b>April 19</b> (assigned/due on rotating basis)
<b>Midterm Exam</b>	20%	<b>March 8</b>
<b>Final Exam</b>	20%	<b>Wednesday May 2: 1-2:30 pm</b>

**Policy on Late Papers, Unsubmitted Work and Incompletes:** Papers will be accepted until 5 pm on the date due. Late papers will lose one stepped grade (i.e. B+ → B) if submitted within a week of date due; papers will not be accepted after a week. Failure to complete any assignment will result in failure of the course. A grade of Incomplete is only available in cases of documented emergency or medical condition. **Memorandum must be submitted both in hard copy and through Canvas.** To encourage multiple drafts and proper proofreading, **all submissions must have a marked, edited print version of an earlier draft stapled to the final draft.**

**Academic Misconduct:** All quotes must be cited as such and include a clear reference to the work from which they were drawn; they will otherwise be treated as plagiarism. All use of materials other than course materials must be accompanied by full citations. All work in this course is assigned as individual work; working as groups or teams is strongly discouraged (and may be treated as cheating), as is all but the most casual assistance from others; this includes parents, spouses and other family members. **Any form of academic dishonesty will result in a failing grade for the course and other disciplinary action, up to expulsion from the University.**

**Americans with Disabilities Act Notice:** Persons with disabilities requiring special accommodations to meet the expectations of this course should provide reasonable prior notice to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements. Written material in

this course can be made available in alternative format with prior notification. Please schedule an appointment with me once you have an accommodation form from CDS so that we can identify and schedule proper accommodations.

**Accommodation of Sincerely Held Beliefs:** I will work with students who require schedule changes due to religious or other significant obligations. Because modern American politics includes many debates over race, sexuality, obscenity, religious practice and belief, and political ideology, any class that did not address such issues would be substantially limited. If you have any objection to the frank and open discussion of any of the topics above, including the use of adult language when appropriate to subject matter, please drop the class.

### **Schedule of Readings and Assignments**

*The following schedule is approximate and subject to both additions and deletions.*

**As an introduction to the Supreme Court, read CLCA:** Chap. 1-2 (read during first few weeks)

**Watch the Introduction to Course video on Canvas. Please bring any questions to the first class.**

**Jan. 9, 11, 16 - Due Process and State Action,** Chap. 3; pp. 601-608; Chap. 13, pp. 706-715

**CLCA:** *Barron v. Baltimore; Palko v. CT; Shelley v. Kramer, Burton v. Wilmington Parking Authority; Moose Lodge No. 107 v. Iris.*

**Archive:** *Yick Wo v. Hopkins; The Civil Rights Cases*

**Canvas:** [First Unitarian Church v. Salt Lake City](#)

**Jan. 18, 23 - Free Exercise of Religion,** Chap. 4, pp. 96-131, 183-188.

**CLCA:** *WI v. Yoder; Employment Division v. Smith; City of Boerne v. Flores; Hosanna-Tabor v. E.E.O.C.*

**Archive:** *U.S. v. Ballard; Church of Lukumi Babalu Aye v. Hialeah;*

**Jan. 25, 30 - State Aid to Religion and Religious Education,** Chap. 4, pp. 131-138, 145-162, 188-189.

**CLCA:** *Everson v. Bd of Ed; Lemon v. Kurtzman; Zelman v. Simmons-Harris.*

**Archive:** *Locke v. Davey; Trinity Lutheran Church v. Comer*

**Feb. 1, 6 - Prayer and Religious Instruction in Public Schools,** Chap. 4, pp. 138-145, 162-170.

**CLCA:** *Abington v. Schemp; Edwards v. Aguillard; Lee v. Weisman*

**Archive:** *Zorach v. Clausen; Engel v. Vitale; Santa Fe Independent S.D. v. Doe*

**Feb. 8, 13 - Public Religion,** Chap. 4, pp. 171-183.

**CLCA:** *Van Orden v. Perry; Town of Greece v. Galloway*

**Archive:** *Lynch v. Donnelly, County of Allegheny v. ACLU*

**Feb. 15, 20 - Free Speech and its Dangers,** Chap. 5, pp. 191-223.

**CLCA:** *Schenck v. U.S.; Abrams v. U.S.; Gitlow v. NY; Dennis v. US; Brandenburg v. OH.*

**Archive:** *Thomas v. Collins; Yates v. U.S.*

**Feb. 22, 27, March 1 – Symbolic Speech, Fighting Words, and the Public Forum.** Chap. 5, pp. 223-253

**CLCA:** *U.S. v. O'Brien; TX v. Johnson; Chaplinsky v. NH; Cohen v. CA; McCullen v. Coakley*

**Archive:** *Walker v. Texas Divisions; Wooley v. Maynard, Matal v. Tam*

**March 8 - Midterm Exam**

**March 8 - You must have submitted your first memorandum by this date.**

**March 18-25 - Spring Break**

**March 6, 13, 15 - The Right to Privacy and Reproductive Rights**, Chap. 10, pp. 390-427, 449-456.

**CLCA:** *Griswold v. CT*; *Roe v. Wade*; *Planned Parenthood v. Casey*, *Cruzan v. Director*

**Archive:** *Meyer v. Nebraska*; *Washington v. Glucksberg*; *Whole Woman's Health v. Hellerstedt*

**March 27 - Race in the Constitution**, pp. 599-Chap. 13, pp. 609-614, pp. 644-649.

**CLCA:** *Plessy v. Ferguson*; *Loving v. VA*;

**Archive:** *Scott v. Sandford*

**March 29 – No Class**

**April 3, 5 - Race in Education and Employment**, Chap. 13, pp. 614-640, pp. 646-669.

**CLCA:** *Sweatt v. Painter*, *Brown v. Bd of Education I & II*; *Swann v. Charlotte Mecklenburg Bd of Education*;  
*Parents Involved v. Seattle S.D. #1*; *Bakke v. Regents*; *Grutter v. Bollinger*

**Canvas:** “White House Pushes for Weighing Race in Admissions”

**April 10, 12 - Gender**, Chap. 13, pp. 669-688.

**CLCA:** *Reed v. Reed*; *Craig v. Boren*; *U.S. v. VA*

**Archive:** *Bradwell v. Illinois*; *Michael M. v. Superior Court*

**April 17 - Sexuality**, pp. 428-448, 688-694

**CLCA:** *Lawrence v. Texas*; *Obergefell v. Hodges*, *Romer v. Evans*

**April 19, 24: Citizenship, Disability, Economics**

**CLCA:** *Cleburne v. Cleburne Living Center*; *San Antonio Ind. S.D. v. Rodriguez*; *Plyler v. Doe*

**Archive:** *Foley v. Connelie*; *Graham v. Richardson*; *Saenz v. Roe*

**April 19 - You must have submitted your second memorandum by this date.**

**Final Exam – Wednesday May 2: 1-2:30 pm**

## **Instructions on Memoranda**

Over the course of the semester, you must write two memoranda concerning hypothetical cases which I will furnish to you with every topic, generally one a week. You have a choice among the memoranda which I distribute, but must submit memoranda before the dates given on the syllabus. Please remember to submit the memoranda electronically through Canvas by 5 pm on the date due. In writing the memoranda, you should follow these guidelines:

### 1) Organization

- a) Each memoranda will have four sections. You may use subheadings to distinguish sections. These sections are: facts, constitutional question(s), decision (a very brief announcement of the rule of law that resolves one of the constitutional questions above), and reasoning. Prose is required throughout; do not use bullet points.
- b) Briefly (in one or two paragraphs) recount the significant facts.
- c) Describe the constitutional questions that the case presents. Use only two or three sentences for each question. You may wish to number these questions for easy reference later on. Arrange your questions, and answers, so that they logically follow each other; in some cases, how you answer one question will determine how the others are properly answered.
- d) Answer each of these constitutional questions in several sentences, providing a very brief summary of the reasoning resolving each of these questions. You will first announce your decision, and then, in the final section, justify it (see below).
- e) Justify your answers by providing the central point of your argument ( “The President’s decision to disregard the War Powers Act is clearly unconstitutional because of Congress’s power to make laws governing the Armed Forces.”) Then review the history of precedents which back up your argument (In *Smith v. Jones*, the Supreme Court found that Congress cannot delegate its law making responsibilities to the President. In that case, it said ‘blah, blah.’”) Then demonstrate why this precedent provides the proper rule, or why another does not (“As in *Smith*, the President does not rely on a specific statute . . . Unlike *Johnson v. Miller*, the act is not pursuant to a treaty obligation”). Then move on to the next issue.

### 2) Approach.

- a) Assume that you are a law clerk, arguing before your judicial employer about how a case should turn out. Your reasoning justifying the decision is the most important part of your work. You are NOT the judge, and certainly are not the entire Supreme Court, so do not create new law previously unknown to the constitutional jurisprudence of the United States.
- b) While you are encouraged to have fun with the cases, please do not add facts or make up precedents. Cuteness is its own punishment.

### 3) Format

- a) Papers must be typed, three to five pages, double-spaced, with one inch margin all around. Do NOT exceed five pages. Use black ink and a twelve point (ten characters per inch) or larger font; Times New Roman or CG Times are preferred. Violators will be forced to purchase new bifocals for the instructor.

b) Your writing must be grammatically correct, with proper usage and attention to style. You must write in language that your reader will easily understand to argue persuasively. **Proofreading is required**; a poorly executed and careless paper displays the author's disrespect for both the reader. **You cannot properly edit or proofread on a computer screen; edit at least two printed drafts before submitting your paper.**

#### 4) Notes on Proper Style

a) Avoid long quotes. "Block quote" any quotation longer than two full lines in a separate paragraph that is indented and single spaced. Do not place quotation marks at either end of a block quote, but do include citation in parentheses at the end.

b) Capitalize proper nouns, ie. Congress, First Amendment. Do not capitalize adjectives, ie. congressional, constitutional. The President has presidential powers.

c) Be aware of the differences between possessives and plurals. "It is" is properly abbreviated "it's," whereas "its" indicates the third person gender neutral possessive. Otherwise, an apostrophe indicates a plural, not a possessive.

d) Use words properly. "Since" does not mean "because." "Impact" is not a verb unless describing a hammer striking. If something affects something else, it has an effect.

e) Punctuation belonging to a quote belongs inside of the quotation marks. You do not need a comma before all quotations, although it may be appropriate in particular instances (see Strunk and White). The use of ellipses (...) to begin or end a quote is discouraged. If you are using parenthetical citation, end the quote, insert the parenthetical citation, and finish with a period. If you are using footnotes, use the period, end quotations marks, then footnote.

e) Simple writing is powerful writing. Avoid flowery prose and limit your use of adjectives. Thesaurus abusers and creative writers will be required to enter a twelve step program. Refrain from beginning sentences with subjunctive clauses, it shows a lack of confidence in your argument. A big mistake is made by using passive voice. It is never important (or interesting) to begin a sentence by stating "It is important (or interesting) to note ..."

f) The ultimate authority for all rules of style is William Strunk, Jr. and E.B. White's *The Elements of Style* (MacMillan, any edition). Refer to it often while revising your own work. It will serve you well. The *MLA Handbook* and the *University of Chicago Manual of Style* are also excellent resources for grammatical and stylistic usage.

g) **You must provide a citation when referring to or quoting from a case. All quotes must include a page number.** If the case or the quote is in the assigned materials, you may simply indicate such, with the page number, in parentheses, e.g. (*Abrams*, 286). If you use cases other than those assigned, you will often see a series of numbers and initials following case names; these are references to legal reporters, the most important of which is the U.S. Reports, issued by the government. The first number indicates the volume, the initials in the middle indicate the reporter, the second number indicates the first page on which the case is found, and the year of the decision is included in parentheses. *Marbury v. Madison*, 5 U.S. 137 (1803) is found on p. 137 of the fifth volume of the U.S. Reports. If a case is not in the text, useful web versions of cases, such as Findlaw, Cornell Law Information Institute or Justia all provide such page numbers in the case; **there is no excuse for a quote without proper citation and pagination.** **Case names should be in either *italics* or underlined**, with *italics* preferred. On second use, you may simply use the first party's name, unless it is the government of the United States or a state (there are too many cases involving these parties); use the second party's name in such cases.

## HOW TO BRIEF A CASE

**DECIDE ON A FORMAT AND STICK TO IT:** Structure is essential to a good brief. It enables you to arrange systematically the related arguments that are scattered throughout most cases, thus making them manageable and understandable. While there are an unlimited number of formats, it is best to find one that suits your needs and stick to it. A brief should contain the following:

### TITLE AND VENUE

**CONCISE RULE OF LAW:** A statement of the general principle of law that the case illustrates. Determining the rule of law of a case is a procedure similar to determining the issue of the case. Avoid being fooled by red herrings; there may be a few rules of law mentioned in the case excerpt, but usually only one is the rule with which the casebook editor is concerned. The techniques used to locate the issue, described below, may also be utilized to find the rule of law. Generally, your best guide is the chapter heading. It is a clue to the point the casebook editor seeks to make and should be kept in mind when reading every case in the respective section.

**FACTS:** A synopsis of only the essential facts of the case which directly bear on to the issue. The facts entry should be a short statement of the events that led one party to initiate legal proceedings against another in the first place. While some cases conveniently state the salient facts at the beginning of the decision, in other instances they will have to be culled from hiding places throughout the text, even from concurring and dissenting opinions. Some of the facts will often be in dispute and should be so noted. Conflicting evidence may be briefly pointed up. It is impossible to tell what is relevant until the entire case is read, as the ultimate determination of the rights and liabilities of the parties may turn on something buried deep in the opinion. The facts entry should seldom be longer than five sentences.

**ISSUE:** A statement of the general legal question answered by or illustrated in the case. For clarity, the issue is best put in the form of a question capable of a yes or no answer. In reality, the issue is simply the Concise Rule of Law put in the form of a question. The major problem presented in discerning what is the issue in the case is that an opinion usually purports to raise and answer several questions. However, except for rare cases, only one such question is really the issue in the case. Collateral issues not necessary to the resolution of the matter in controversy are handled by the court by language known as obiter dictum or merely dictum. While dicta may be included later in the brief, it has no place under the issue heading.

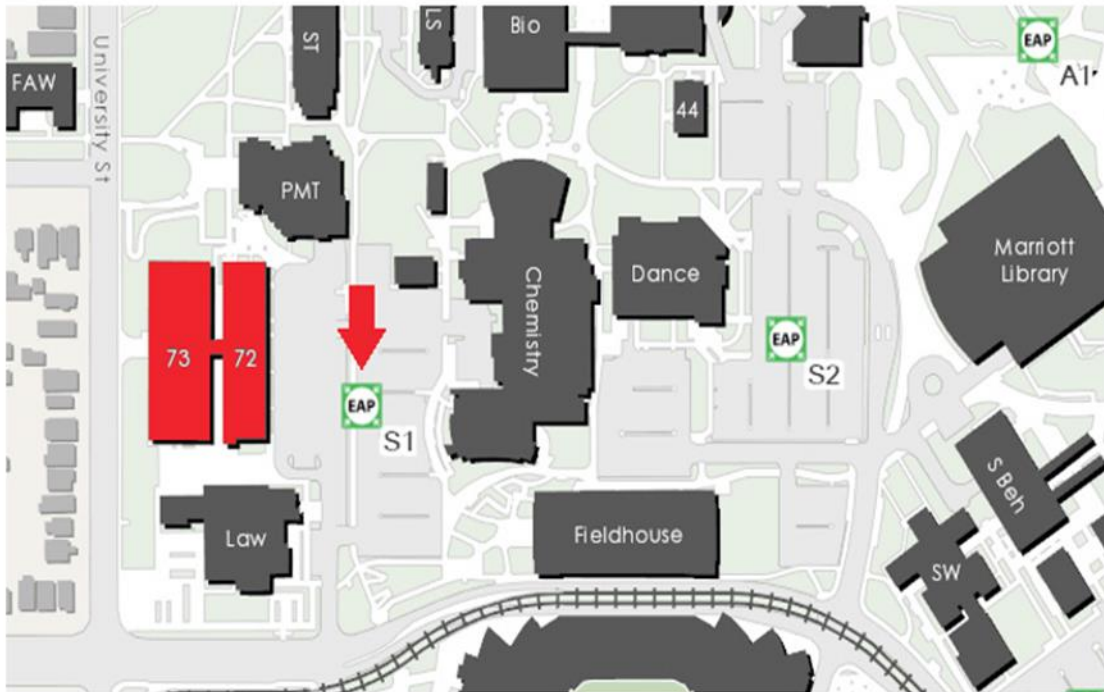
To find the issue, the student again asks who wants what and then goes on to ask why did that party succeed or fail in getting it. Once this is determined, the "why" should be turned into a question. Since many issues are resolved by a court in coming to a final disposition of a case, the casebook editor will reproduce the portion of the opinion containing the issue or issues most relevant to the area of law under scrutiny.

**HOLDING AND DECISION:** This section should succinctly explain the rationale of the court in arriving at its decision. In summarizing the reasoning of the court, you should include an application of the general rule or rules of law to the specific facts of the case. You should also address the reasons for the state of the law, the public policies, the biases and prejudices, those considerations that influence the justices' thinking and, ultimately, the outcome of the case. At the end, there should be a short indication of the disposition or procedural resolution of the case. You may wish to put this portion of the brief in outline form and use very brief quotations.

**CONCURRING AND DISSENTING OPINIONS:** Note the major objections to, and qualifications placed on, the court's opinion. What are the key points of difference? Do you agree with the criticisms expressed? You should very briefly outline the reasoning in the dissents and concurrences.

**EFFECT ON PRECEDENTS AND LATER CASES:** You should relate how the rule of law discernible from this case compares with that derived from earlier and later cases. Where does this case fit in the series of cases which has shaped the relevant portion of the law?

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.