

**San José State University**  
**Department of Justice Studies**  
**JS 205, Law and Courts Seminar, Section 2**  
**Spring 2023**

**Course and Contact Information**

Instructor: Carlos Singh  
Office Location: TBD  
Telephone: Please email  
Email: [carlos.singh@sjsu.edu](mailto:carlos.singh@sjsu.edu) (Please indicate "JS 205-2" in the subject line.)  
Office Hours: Fridays / 4:00-4:30pm and by appointment (In-person or via zoom)  
Class Days/Time: Fridays / 4:30-7:15pm (In person class meetings)  
Classroom: MacQuarrie Hall 323  
Zoom Link: Join URL: <https://sjsu.zoom.us/j/83001389574> (We will use the zoom link in case of circumstances requiring class to be held on-line; otherwise, classes are in-person.)

**Course Format**

This 3-Unit course/seminar meets in person weekly. Students will need access to a computer and the Internet to access course readings and video materials, and to submit assignments on the course website on Canvas.

**Course Description**

This course examines the "[r]oles of the law in society. Analysis and critique of courts, attorneys, judges and juries; dispute resolution; race, class, sex inequality; law's symbolic functions and unintended consequences; new socio-legal research; and comparative perspectives."

This course further examines the structure and function of law and the court system in the United States, with particular attention to the legal, historical and societal impact in the country, to differing subject matter/disciplines of law, as well as the role of law in settling disputes, exerting social control, establishing norms, regulating behavior and promoting or remediating equality matters. Significant attention will be devoted to court decisions and systems/processes including the role of the jury in American jurisprudence. Within the process of learning and understanding the role of law and courts, we hope to enhance your appreciation of (legal) argument and to improve your strategic/ analytical/and anticipatory-thinking and problem-solving skills.

As a graduate seminar, the course emphasis is on reading, watching video presentations, discussion, and oral and written analysis. Class participation is a significant part of the success in this seminar; thus, it will be essential for you to keep up with the readings and pre-class preparation, attend class regularly, and contribute to discussions in class (and online, if such is necessary). **Classes will be held in-person.**

## **Course Goals**

Students will explore the role of law as a mechanism of social control as well as social change and discuss and debate the difference between “law on the books” and “law in action” (legal theory and application of legal principles) -- in addition to the learning noted in the Course Description. Successful completion of this course will enable students to appreciate, describe and critique the various roles law and courts play in society, including the function of dispute settlement, regulating and controlling the behavior of individuals and organizations, sanctioning misbehavior and rights violations, and promoting equality and justice. Further, students will be able to analyze fundamental concepts of the law as it relates to citizens and institutional actors by examining specific cases and underlying political debate shaping the popular perception of law and its role in society.

## **Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

- CLO#1: Gain a thorough understanding of the structure and function of law and courts in the United States.
- CLO#2: Identify and understand the roles played by participants in the United States justice system, including judges, attorneys, parties, witnesses and jurors.
- CLO#3: Critically analyze how developments in society can affect court decisions and the impact of court decisions on society.
- CLO#4: Gain a thorough understanding of how to read, dissect, and interpret judicial opinions and case law.
- CLO#5: Complete a research paper that applies theoretical concepts, analyzes of current literature that relates to the topic, applies current APA writing and citation formats, and offers directions for future research based on a comprehensive understanding of the research topic.

## **Textbooks (ebooks)**

You can purchase your textbooks directly from Cengage Learning Publications, the University bookstore or by contacting our Library Liaison for assistance. The three textbooks noted below are required. Please obtain the eBook version of the textbooks, as they are collectively much cheaper. See recommended option below.

- Clarkson, Kenneth, W. & Miller, Roger, LeRoy, Business Law: Text and Cases (15th ed.) Cengage Learning Publications / ISBN 9780357129746
- Harr, Scott, J. & Hess, Karen, M., Constitutional Law and the Criminal Justice System (7<sup>th</sup> Ed.) Cengage Learning Publications / ISBN 978-1-305-96646-8
- Neubauer, David, W. & Fradella, Henry, F., America’s Courts and the Criminal Justice System (13<sup>th</sup> Ed.) Cengage Learning Publications / ISBN 978-1-337-55789-4

Supplemental articles and readings assigned by topic will be posted on the Canvas website. **Note:** The course reading schedule is subject to change to facilitate class discussion, to address current events, to accommodate guest speakers, etc.

**Purchasing/Accessing Cengage Learning Material:**

**Required 1 eBook: Business Law: Text and Case by Clarkson 15e** \$49.49 ISBN: 9780357129746

**Required 2: eBook: Constitutional Law and the Criminal Justice System, by Harr, 7e** \$44.49 ISBN: 9781337514798

**Required 3: America's Courts and the Criminal Justice System, by Neubauer, 13e** \$44.49 ISBN: 9781337670142

**Recommended Option: All eBook + physical book (1Term):** Cengage Unlimited subscription. ONLY \$69.99 (+\$9.99 physical book rental) for 1 semester, you get access to ALL your Cengage 14,000 eBook

Note: Buy one Cengage Unlimited subscription. You will then have access to [ALL SJSU Courses listed](#) at no extra cost.

Cengage has experts available to help walk you through the complete registration of your eBook. Feel free to join any day to ask your questions or learn more about these course materials.

Cengage support options:	Textbook Zoom Office Hours for Students:		
<a href="tel:1-800-354-9706">Tel:1-800-354-9706</a> <a href="#">Chat Support and Online Self-Help Support Services to Create a Case</a>	Date M-F	Time	Link
	1/23 – 2/28 Closed: Holidays	12pm -2pm	<a href="https://www.cengage.com/coursepages/Office_SJ">https://www.cengage.com/coursepages/Office_SJ</a>

**Library Liaison for the Department of Justice Studies**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison:

Silke Higgins  
Phone: 408-808-2118  
[silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

or,

Nyle Monday  
Phone: 408-808-2041  
Email: [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu)  
<http://libguides.sjsu.edu/justicestudies>

**Justice Studies Department Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced

study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## **Course Requirements and Assignments: Expectation Regarding Course Studies**

Our first class will be on Friday, January 27, 2023. Per University statement on course preparation time: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” Thus, in order to gain a better understanding of the subject material, assigned reading and watching required videos should be completed in advance of class.

In sum, this course requires and emphasizes -- class participation; analysis of current events; team presentations; observing and reporting on a court proceeding; research paper and class presentation of the research topic; two quizzes; and a moot court exercise. See below for details.

### **a. Canvas**

Canvas is an integral supplement to the course to give assignments, make announcements, update the course calendar, post videos, power point slides or articles of interest as well as to post examination and assignment scores.

### **b. Class Participation and Current Event Analysis (20% of final grade)**

Your participation in class is important. “Give and take” and respective exchange of ideas and information makes a class (apart from making it go faster) much more fun and informative. Students should bring to each class a current event article or topic for discussion in class. The news source sites listed at the end of this syllabus can be of assistance in identifying articles for class discussion. In addition, your thoughts and ideas are important to our overall class learning and is reflective of your understanding/comprehension of course material, principles and concepts. What you think matters to me; therefore, your overall class participation is important. Active engagement is required to receive participation points. Participation includes, but is not limited to, asking questions, raising applicable current event topics for discussion, challenging ideas, completing class exercises and similar engagement. Participation points cannot be made up. Class participation will be worth 20 points. See Course Learning Outcomes #s 1-5 and Course Goals.

### **c. Team Presentation (10% of final grade)**

Students will or team-up and make 10-minute oral presentations on topics related to this course. For example, such presentation will be on an important Supreme Court case related to principles of an assigned landmark case. Students can select a case or topic for presentations subject to professor approval or presentation topics can be assigned, or the professor will assign landmark cases to a team for presentation. The team presentations will be worth 10 points. See Course Learning Outcomes #s 1-5 and Course Goals.

### **d. Court Observation and Reflection (10% of final grade)**

Students will observe the proceedings of a local court (on a civil, criminal and/or administrative matter) and write a 2-page summary reflection of their experience linking it to course readings and concepts. Students should be prepared to discuss their court observation and summary in class. You may attend at least one-hour of court proceedings at any time during the semester; instructions and suggestions will be provided in class. Due dates for the summary and class presentation will be assigned after discussion in class. The summary and class presentation will be worth 10 points. See Course Learning Outcomes #s 1-5 and Course Goals.

### **e. Course Research Paper (20% of final grade)**

Each student will be required to submit a 15–20-page paper (with more than 10 incorporated references and/or peer reviewed journal articles) on a topic related to this course. The course paper **will be due on Sunday, April 9, 2023, by 11:59pm**). Details regarding course paper requirements, as well as topics and sources, will be discussed in class and

posted in a Canvas Announcement. The Course Paper is to be submitted via Canvas. Grading regarding the course paper will be based on the substance, research and effort of information presented, manner of expression, writing ability and perspective offered (point of view) and analysis and support thereof regarding the paper topic. The Course Paper is worth 20 points. Five points will be deducted if your paper is late; late papers will not be accepted if submitted one week after the original due date. Exceptions to these deadlines may be granted if prior permission is sought and if good cause exists (e.g., illness; personal emergency). See Course Learning Outcomes #s 1-5 and Course Goals.

**f. Final Presentation: Relating to Research Course Paper (10% of final grade)**

Students will give a brief presentation to the class on their research paper. Students should distribute a one-page summary to the class and instructor. The student should prepare a PowerPoint/Google Slides to present to the class. This presentation will be worth 10 points. See Course Learning Outcomes #s 1-5 and Course Goals.

**g. Quizzes (10% of final grade)**

There will be two quizzes in this course. Each quiz, consisting of 10 questions (1/2 point each), will be worth 5 points and will consist of true/false, multiple-choice and/or short answer questions. (Alternatively, a random one or two question in-class quiz assignment may be assigned during classes. For purposes of fairness and notice, this alternative will be discussed during the first class or early in the semester.) See Course Learning Outcomes #s 1-5 and Course Goals. Due to circumstances that may arise, and with notice, the Quiz schedule and format is subject to change.

**h. Final Examination: Moot Court Trial or Moot Court Appellate Argument (20% of final grade)**

Students will learn about evidence, argumentation, and courts through a mock trial or appellate argument exercise (or other exercise as deem appropriate given the number of students in the class). Details of such exercise will be discussed in class. The trial/appellate exercises will be held during the time of our last class on Friday, May 12, 2023. This exercise will be worth 20 points. See Course Learning Outcomes #s 1-5 and Course Goals.

**i. Evaluation of Presentations and Writing Assignments**

In class presentations will be evaluated as follows: preparation as reflected in the presentation; organization of presentation; analysis of the topic or issue; manner and articulation of presentation; voice projection; eye contact with audience; and responsiveness to audience questions.

Writing assignments will be evaluated as follows: on substance of research and effort of information presented, manner of expression, writing ability and perspective offered (point of view) and analysis and support thereof regarding the paper topic.

Additional details regarding oral and written presentations will be provided in class.

**Grading Information**

The following tables show grading criteria and distribution per Course Requirements and Assignments. See also, section (i) in preceding section.

**Grading Criteria**

<b>Task/Assignment</b>	<b>Points</b>
Class Participation and Current Events Analysis	20
Quizzes #1 and #2 (each quiz is worth 5 points)	10
Team Presentation	10
Court Observation and Reflection	10

Course Research Paper	20
Presentation Relating to Course Research Paper	10
Moot Court Exercise	20
<b>Total</b>	<b>100</b>

## Grading Distribution

Grade	Points
A+	96-100
A	93-95
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
F	59 or less

**PLEASE NOTE:** You are responsible for notifying me within one week, or as otherwise communicated, of any score posting discrepancy (if you think a score is missing or inaccurate).

## University Policies and Other Information

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

## General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

## Class Attendance and Participation

Note that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active

participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). See also, <https://www.sjsu.edu/classes/final-exam-schedule/spring-2022.php>. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. See *Id.* Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - Please see me before recording any lectures. I generally do not favor recording of lectures for a variety of reasons. However, if there is an extenuating circumstance, I will consider granting permission to record lectures, but I would like notice beforehand.
  - Our class discussions will include active participation by students so we will need to announce to all students when any lecture is recorded.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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### **Review of Grades and Course Work**

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center **website** at <http://www.sjsu.edu/writingcenter>.

## Course Schedule

The Course Schedule mostly reflects discussion per class of one landmark Supreme Court -- its legal, historical, political and societal impact on the country. It reflects discussion of topics relevant to student understanding of varying aspects of law and court functions, relevant to student development/enhancement of their analysis, critical thinking skills and relevant to elements noted in the Course Description Section above. Noted below the Course Schedule Section is a section containing a variety of sources and references we will utilize in class and which may be helpful to students in preparing presentations and assignments. We plan on having guest speakers. The course schedule is subject to change with fair notice to accommodate guest speakers, class discussion, and course activities. Please check Canvas and/or Announcements for the latest updates. (The **Spring 2023** Semester Calendar is located at <https://www.sjsu.edu/provost/docs/Academic-Calendar-AY2022-23.pdf>.)

Week	Date (Week of)	<b>Topics, Reading Schedule, Class Preparation and Presentations, Assignments and Exercises</b> (As noted above, classes meet on Fridays from 4:30 to 7:15pm.) Assigned reading, including watching videos, should be completed in advance of class. This will enhance class discussion, participation and student understanding of the assigned material. The pace upon which we proceed in class, given the schedule below, may be based on how well students comprehend the course material.  Links to Supreme Court decisions and respective syllabus (summary of decision) are provided below. Excerpts of decisions posted on Canvas.  Throughout the course, we will have ongoing lectures on the Federal Rules of Evidence relating to trials.
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		<p><u>Note on credit and attribution:</u> Excerpts of assigned decisions to read are based on published decisions, publisher/reporter summaries, CSPAN presentations, textbook and Internet sources cited below, and on Tony Mauro’s book entitled <u>Supreme Court, Landmark Decisions</u>.</p>
1	Jan. 27 (First day of class)	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Welcome and Introductions</li> <li>• Discussion of Course Description, Material, Protocols and Expectations, Syllabus and Assignments</li> <li>• Discussion of Law and Legal Reasoning and Analysis</li> <li>• Discussion on Common Law development and <i>stare decises</i> (the legal principle of determining points in litigation according to precedent)</li> <li>• Discussion on Strategic/Alternative Thinking and Positioning; Thinking like a Lawyer</li> <li>• Discussion/Overview of the Constitution (Articles, I, II, and III; Separation of Powers)</li> <li>• Discussion of <u>Marbury v. Madison</u> decision and its legal, historical, political and societal impact on the country; establishing legitimacy of judicial review in the Supreme Court as well as the primacy of the Constitution over any other source of law; Supreme Court determines what the Constitution means</li> <li>• Discussion of current events topics; student-generated topics (see source list below for research sites of current events)</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 1st Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Marbury v. Madison</u></li> <li>• Read excerpt of <u>Marbury</u> decision located in Canvas Module</li> <li>• Review Articles I, II and III of the U.S. Constitution (copy in Appendix of Harr &amp; Hess ebook and located in Canvas Module)</li> <li>• Chapter 1 -- Law and Legal Reasoning, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>• Chapter 2 – The Constitution, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 1 – A Historical Overview, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> <li>• Chapter 2 – An Overview of the U.S. Legal System, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> <li>• Chapter 1 – Law, Crime, Courts, and Controversy, Neubauer &amp; Fradella, <u>America’s Courts and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
2	Feb. 3	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>McCulloch v. Maryland</u> (1819) decision and its legal, historical, political and societal impact in the country; Separation of powers -- States cannot interfere with the federal government when it uses its implied powers under the Necessary and Proper Clause to further its express</li> </ul>

		<p>constitutional powers.</p> <ul style="list-style-type: none"> <li>• Discussion of current events topics; student-generated topics</li> <li>• Discussion of the Constitution (Bill of Rights; Amendments 1-10)</li> <li>• Lecture/Discussion on the Rules of Criminal Procedure, Criminal Process and Federal Rules of Evidence</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 2<sup>nd</sup> Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>McCullough v. Maryland</u></li> <li>• Read excerpt of <u>McCullough</u> decision located in Canvas Module</li> <li>• Read Constitutional Amendments 1-10 (copy located in Canvas Module)</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 1 – A Historical Overview, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module; copy of Constitution located in Appendix)</li> <li>• Chapter 2 – An Overview of the U.S. Legal System, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> <li>• Chapter 1 – Law, Crime, Courts, and Controversy, Neubauer &amp; Fradella, <u>America’s Courts and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
3	Feb. 10	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Dred Scott v. Sandford</u> (1857) decision and its legal, historical, political and societal impact on the country; negroes, whose ancestors were imported into the U.S. and sold as slaves,” -- whether enslaved or free, could not be American citizens and therefore did not have standing to sue in federal court (considered one of the worst Supreme Court decisions)</li> <li>• Lecture/Discussion of Civil Court Procedures and Rules of Civil Procedure</li> <li>• Lecture/Discussion on Lawyer and Judicial Codes of Professional Responsibility/Ethics</li> <li>• Discussion of current events topics; student-generated topics</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 3rd Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Scott v. Sandford</u></li> <li>• Read excerpt of <u>Scott</u> decision located in Canvas Module</li> <li>• Read Chapter 5 -- Court Procedures, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
4	Feb. 17	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Civil Rights Cases</u> (1883) decision and its legal, historical, political and societal impact on the country; 13<sup>th</sup> and 14<sup>th</sup> Amendments (post-civil war amendments; including 15<sup>th</sup> Amendment) did not empower Congress to outlaw racial discrimination by private individuals and businesses</li> <li>• Lecture on <u>Yick Wo v. Hopkins</u> (1886) decision and its legal, historical and societal impact in the country; discriminatory enforcement of local laws against minorities violates 14<sup>th</sup> Amendment</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on Courts and Alternative Resolution</li> </ul>

		<ul style="list-style-type: none"> <li>• Lecture/Discussion on Tort and Contract/Commercial Law (An Introduction)</li> <li>• Lecture/Discussion on Intellectual Property (An Introduction)</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b>Preparation/Reading Assignment in Advance of 4th Class:</b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Civil Rights Cases</u></li> <li>• Read excerpt of <u>Civil Rights Case</u> decisions located in Canvas Module</li> <li>• Read Chapter 4 – Courts and Alternative Resolution, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul> <p><b>Optional/Supplemental/Background Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 – Tort Law, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>• Chapter 12 – Contracts, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>• Chapter 8 – Intellectual Property, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
5	Feb. 24	<p><b>Class Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Plessy v. Furguson</u> (1896) decision and its legal, historical, political and societal impact on the country; Separate but equal treatment of races constitutional (Considered worst Supreme Court decision)</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on Criminal Law (including Cyber Crime, White Collar Crime and Green Crime); Anti-trust law (and examples of monopolies from 1880s to present) (An Introduction)</li> <li>• Lecture/Discussion on Rules of Evidence (2nd Presentation)</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b>Preparation/Reading Assignment in Advance of 6th Class:</b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Plessy v. Furguson</u></li> <li>• Read excerpt of <u>Plessy v. Furguson</u> decision, located in Canvas Module</li> <li>• Chapter 10 – Criminal Law and Cyber Crime, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul> <p><b>Optional/Supplemental/Background Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapter 46 – Anti-trust Law, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
6	Mar. 3	<p><b>Class Activities:</b></p> <ul style="list-style-type: none"> <li>• Lecture/Discussion on <u>Mendez v. California</u> (precursor case to Brown v. Board of Education) – Guest Speaker</li> <li>• Discussion of <u>Brown v. Board of Education</u> (1954) and its legal, historical, political and societal impact on the country; Overturns <u>Plessy</u> -- separate but equal violates Constitution</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Discussion of Civil Rights Act of 1964</li> <li>• Lecture/Discussion of 4<sup>th</sup> Amendment of the U.S. Constitution</li> <li>• Lecture/Discussion on Trial Process, and Appellate and Habeas Corpus Review</li> </ul>

		<ul style="list-style-type: none"> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 7th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Brown v. Board of Education</u></li> <li>• Read excerpt of <u>Brown v. Board of Education</u> decision, located in Canvas Module</li> <li>• Read 4<sup>th</sup> Amendment of the U.S. Constitution</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 7 – The Fourth Amendment: An Overview of Constitutional Searches and Seizures, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> <li>• Chapter 15 -- Appellate and Habeas Corpus Review, Neubauer &amp; Fradella, <u>America’s Courts and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
7	Mar. 10 <b>(Quiz #1)</b>	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Quiz #1</b> (covering material discussed and assigned in Weeks 1-6)</li> <li>• Discussion of <u>Korematsu v. U.S.</u> (1954) decision and its legal, historical, political and societal impact on the country; Japanese-Americans internment during WW II (compare German-Americans internment during “The Great War” or WWI)</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on Employment Discrimination</li> <li>• Lecture/Discussion on Criminal Law (2<sup>nd</sup> Presentation)</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 8th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Korematsu v. U.S.</u></li> <li>• Read excerpt of <u>Korematsu v. U.S.</u> decision, located in Canvas Module</li> <li>• Read Chapter 35 – Employment Discrimination, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
8	Mar. 17	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Youngstown Sheet and Tube Co., v. Sawyer</u> (1952) decision and its legal, historical, political and societal impact on the country; powers of the executive branch in times of war</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on Administrative Procedures Act (APA) and Administrative Agencies</li> <li>• Lecture/Discussion on Trial Processes (objections and miscellaneous evidence rules)</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 9th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Youngstown Sheet Tube Co., v. Sawyer</u></li> <li>• Read excerpt of <u>Youngstown Sheet Tube Co., v. Sawyer</u> decision, located in Canvas Module</li> <li>• Read Chapter 43 – Administrative Agencies (&amp; APA), Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>

9	Mar. 24	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Miranda v. Arizona</u> (1966) decision and its legal, historical, political and societal impact on the country; and privilege self-incrimination</li> <li>• Lecture/Discussion on <u>Gideon v. Wainwright</u> (1963), <u>Mapp v. Ohio</u> (1961) and <u>Terry v. Ohio</u> (1968) decisions and their legal, historical political and societal impact in the country; 14<sup>th</sup> Amendment application to states, 4<sup>th</sup> Amendment stop and frisk, and right to counsel in criminal cases</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion of 5<sup>th</sup> and 6<sup>th</sup> (and 14<sup>th</sup>) Amendments to the U.S. Constitution</li> <li>• Lecture on attorney-client privilege, executive privilege (&amp; <u>U.S. v. Nixon</u> and Watergate background) and deliberative process privilege</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Miranda v. Arizona</u></li> <li>• Read excerpt of <u>Miranda v. Arizona</u> decision, located in Canvas Module</li> <li>• Read 5<sup>th</sup> and 6<sup>th</sup> Amendments to the U.S. Constitution</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11 – The Fifth Amendment: Obtaining Information Legally and The Sixth Amendment: The Right to Counsel and a Fair Trial, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
	March 27-31	<p><b>Spring Break</b>  <b>-- Reminder: Course paper due on May 8, 2023, by 11:59pm.</b></p>
10	Apr. 7	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Schenck v. U.S.</u> (1919) decision and its legal, historical, political and societal impact on the country; First Amendment free speech</li> <li>• Lecture/Discussion on other landmark 1<sup>st</sup> Amendment cases (<u>Brandenburg v. Ohio</u>, (1969); <u>New York Times v. U.S.</u>, (1971); and <u>Tinker v. Des Moines</u>; (1969).</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Schenck v. U.S.</u> (1919)</li> <li>• Read excerpt of <u>Schenck v. U.S.</u> decision, located in Canvas Module</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 5 – The First Amendment: Basic Freedoms, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
	Sunday, April 9, 2023	<p><b>Course Research Paper Due by 11:59pm</b> (The due date may change to a later date per class discussion.)</p>

11	Apr. 14	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>Gregg v. Georgia</u> (1976) decision and its legal, historical, political and societal impact on the country; death penalty and punishment</li> <li>• Discussion of the 8<sup>th</sup> Amendment to the U.S. Constitution</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on the death penalty, sentencing and bail issues</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>Gregg v. Georgia</u></li> <li>• Read excerpt of <u>Gregg v. Georgia</u> decision, located in Canvas Module</li> <li>• Read 8<sup>th</sup> Amendment to the U.S. Constitution</li> <li>• Preparation for moot court trial, trial exercises or appellate moot court</li> </ul> <p><b><u>Optional/Supplemental/Background Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 12 – The Eighth Amendment: Bail, Fines and Punishment, Harr &amp; Hess, <u>Constitutional Law and the Criminal Justice System</u> (See ebook Canvas Module)</li> <li>• Chapter 14 -- Neubauer &amp; Fradella, <u>America’s Courts and the Criminal Justice System</u> (See ebook Canvas Module)</li> </ul>
12	Apr. 21	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <u>University of California v. Bakke</u> (1978) decision and its legal, historical, political and societal impact on the country; affirmative action issues</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture/Discussion on consumer laws</li> <li>• Lecture Federal Rules of Evidence and Trial Process (Cont.)</li> <li>• Preparation for Moot court trial, trial exercises or appellate moot court</li> <li>• [Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>• Watch CSPAN Video on <u>UC v. Bakke</u></li> <li>• Read excerpt of <u>UC v. Bakke</u> decision, located in Canvas Module</li> <li>• Read Chapter 44 – Consumer Laws, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
13	Apr. 28	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Quiz #2</b> (covering material in Weeks 7-12)</li> <li>• Discussion of <u>Griswold v. Connecticut</u> (1965) decision and its legal, historical, political and societal impact on the country; right to privacy issues</li> <li>• Lecture/Discussion of <u>Loving v. Virginia</u> (1967) (and current issues regarding marriage (of individuals of different races) and protected classes) and its legal, historical and societal impact in the country</li> <li>• Discussion of current events topics; student-generated topics</li> <li>• Lecture on Federal Rules of Evidence and Trial Process (Cont.)</li> <li>• Preparation/Practice for Moot court trial, trial exercises or appellate moot court</li> </ul>

		<ul style="list-style-type: none"> <li>[Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>Watch CSPAN Video on <u>Griswold v. Connecticut</u></li> <li>Read excerpt of <u>Griswold v. Connecticut</u> decision, located in Canvas Module</li> </ul>
14	May 5 (Quiz #2)	<p><b><u>Class Activities:</u></b></p> <ul style="list-style-type: none"> <li>Discussion of <u>Roe v. Wade</u> (1973) decision and its legal, historical, political and societal impact on the country; privacy and right to abortion</li> <li>Discussion of <u>Dobbs v. Jackson Women's Health Organization</u> (2022) (holding that U.S. Constitution does not confer a right to abortion)</li> <li>Discussion of current events topics; student-generated topics</li> <li>Lecture/Discussion on Ethics and Compliance Laws and Privacy Laws/Regulations, as well as, culture, codes of conduct and tone</li> <li>Preparation/Practice re: Moot court trial, trial exercises or appellate moot court</li> <li>[Assigned Student Presentations]</li> </ul> <p><b><u>Preparation/Reading Assignment in Advance of 10th Class:</u></b></p> <ul style="list-style-type: none"> <li>Watch CSPAN Video on <u>Roe v. Wade</u></li> <li>Read excerpt of <u>Roe v. Wade</u> decision, located in Canvas Module</li> <li>Read majority opinion (Alito, J.) and Dissenting opinion (Kagen, J.) in <u>Dobbs v. Jackson Women's Health Organization</u>, (No. 19-1392, 597 U.S. ____ (2022)), located in Canvas Module</li> <li>Read Chapter 3 – Ethics in Business, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>Read U.S. Sentencing Guidelines, Chapter 8 excerpt on Effective Compliance and Ethics Programs, (See Canvas Module)</li> </ul>
15	May 12 (Last day of Course)	<ul style="list-style-type: none"> <li>Student moot court trial, trial exercises or appellate moot court presentation</li> </ul>

**Links to Court Decisions and Syllabus (not part of official Supreme Court decision but syllabus is written by the Reporter/publisher of the decision).**

**Week 1:**

**Marbury v. Madison, 5 U.S. 137 (1 Cranch) (1803)**

Do the plaintiffs have a right to receive their commissions? Can plaintiffs sue for their commissions in court?  
Does the Supreme Court have the authority to order the delivery of their commissions?

Full Opinion

<https://supreme.justia.com/cases/federal/us/5/137/#tab-opinion-1958607>

Syllabus:

<https://supreme.justia.com/cases/federal/us/5/137/#tab-opinion-1958607>

## **Week 2:**

### **McCulloch v. Maryland, 17 U.S. (4 Wheat) 316 (1819)**

Did Congress have the authority to establish the bank? Did the Maryland law unconstitutionally interfere with congressional powers?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/17/316/#tab-opinion-1918127>

Syllabus:

<https://supreme.justia.com/cases/federal/us/17/316/#tab-opinion-1918127>

## **Week 3:**

### **Dred Scott v. Sandford, 60 U.S. (19 How.) 393 (1856)**

Was Dred Scott free or a slave?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/60/393/#tab-opinion-1964281>

Syllabus:

<https://supreme.justia.com/cases/federal/us/60/393/#tab-opinion-1964280>

## **Week 4:**

### **Civil Rights Cases, 109 U.S. 3 (1883)**

Does the Civil Rights Act of 1875 violate the 10<sup>th</sup> Amendment of the Constitution which reserves all powers not granted to the national government to the states or to the people?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/109/3/#tab-opinion-1909567>

Syllabus:

<https://supreme.justia.com/cases/federal/us/109/3/#tab-opinion-1909566>

## **Week 5:**

### **Plessy v. Ferguson, 163 U.S. 537 (1896)**

Does the Separate Car Act violate the 14<sup>th</sup> Amendment?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/163/537/#tab-opinion-1917401>

Syllabus:

<https://supreme.justia.com/cases/federal/us/163/537/#tab-opinion-1917400>

## **Week 6:**

### **Brown v. Board of Education, 347 U.S. 483 (1954)**

Does the segregation of public education based solely on race violate the Equal Protection Clause of the 14<sup>th</sup> Amendment?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/347/483/#tab-opinion-1940809>

Syllabus:

<https://supreme.justia.com/cases/federal/us/347/483/#tab-opinion-1940808>

[Brown v. Board of Education, 349 U.S. 294 (1955) (II) (What means should be used to implement the principles announced in Brown I?

Full Opinion: <https://supreme.justia.com/cases/federal/us/349/294/#tab-opinion-1940989>

Syllabus: <https://supreme.justia.com/cases/federal/us/349/294/#tab-opinion-1940988> ]

## **Week 7:**

### **Korematsu v. U.S., 323 U.S. 214 (1944)**

Did the President and Congress go beyond their war powers by implementing exclusion and restricting the rights of Americans of Japanese descent?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/323/214/#tab-opinion-1938225>

Syllabus:

<https://supreme.justia.com/cases/federal/us/323/214/#tab-opinion-1938224>

## **Week 8:**

### **Youngstown Steel and Tube Co. v. Sawyer, 343 U.S. 579 (1952)**

Did the President have the constitutional authority to seize the steel mills?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/343/579/#tab-opinion-1940407>

Syllabus:

<https://supreme.justia.com/cases/federal/us/343/579/#tab-opinion-1940406>

## **Week 9:**

### **Miranda v. Arizona, 384 U.S. 436 (1966)**

Does the Fifth Amendment's protection against self-incrimination extend to police interrogation of a suspect?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/384/436/#tab-opinion-1946133>

Syllabus:

<https://supreme.justia.com/cases/federal/us/384/436/#tab-opinion-1946132>

[Gideon v. Wainwright, 372 U.S. 335 (1963)]

Does the 6<sup>th</sup> Amendment's right to counsel in a criminal case extend to felony defendants in state courts?

Full Opinion: <https://supreme.justia.com/cases/federal/us/372/335/#tab-opinion-1944169>

Syllabus: <https://supreme.justia.com/cases/federal/us/372/335/#tab-opinion-1944168> ]

[Terry v. Ohio, 392 U.S. 1 (1968)]

Was the search and seizure of Terry and other men in violation of the 4<sup>th</sup> Amendment?

Full Opinion: <https://supreme.justia.com/cases/federal/us/392/1/#tab-opinion-1947459>

Syllabus: <https://supreme.justia.com/cases/federal/us/392/1/#tab-opinion-1947458> ]

[Mapp v. Ohio, 367 U.S. 92 (1961)]

Were the confiscated materials protected from seizure by the 4<sup>th</sup> Amendment?

Full Opinion: <https://supreme.justia.com/cases/federal/us/367/92/#tab-opinion-1943405>

Syllabus: <https://supreme.justia.com/cases/federal/us/367/92/#tab-opinion-1943404> ]

## **Week 10: (1<sup>st</sup> Amendment Cases)**

### **Schenck v. U.S., 249 U.S. 47 (1919)**

Did Schenck's conviction under the Espionage Act for criticizing the draft violate his 1<sup>st</sup> Amendment right to freedom of speech?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/249/47/#tab-opinion-1928047>

Syllabus:

<https://supreme.justia.com/cases/federal/us/249/47/#tab-opinion-1928046>

[Brandenburg v. Ohio, 395 U.S. 444 (1969)]

Did Ohio's criminal syndicalism law, prohibiting public speech that advocates illegal activities, violate Brandenburg's right to free speech as protected by the 1<sup>st</sup> and 14<sup>th</sup> Amendments?

Full Opinion: <https://supreme.justia.com/cases/federal/us/395/444/#tab-opinion-1948083>

Syllabus: <https://supreme.justia.com/cases/federal/us/395/444/#tab-opinion-1948082>

[New York Times v. U.S., 403 U.S. 713 (1971)]

Did the Nixon administration's efforts to prevent the publication of what it termed "classified information" violate the 1<sup>st</sup> Amendment?

Full Opinion: <https://supreme.justia.com/cases/federal/us/403/713/#tab-opinion-1949387>

Syllabus: <https://supreme.justia.com/cases/federal/us/403/713/#tab-opinion-1949386>

[Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)]

Does a prohibition against the wearing of armbands in public school, as a form of symbolic protest, violate the students' freedom of speech protections guaranteed by the 1<sup>st</sup> Amendment?

Full Opinion: <https://supreme.justia.com/cases/federal/us/393/503/#tab-opinion-1947775>

Syllabus: <https://supreme.justia.com/cases/federal/us/393/503/#tab-opinion-1947774> ]

## **Week 11:**

### **Gregg v. Georgia, 428 U.S. 153 (1976)**

Is the imposition of the death sentence prohibited under the 8<sup>th</sup> and 14<sup>th</sup> Amendments as “cruel and unusual” punishment?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/428/153/#tab-opinion-1951891>

Syllabus:

<https://supreme.justia.com/cases/federal/us/428/153/#tab-opinion-1951890>

## **Week 12:**

### **Regents of the University of California v. Bakke, 438 U.S. 265 (1978)**

This case presents a challenge to the special admissions program of the petitioner, the Medical School of the University of California at Davis, which is designed to assure the admission of a specified number of students from certain minority groups.

Full Opinion:

<https://www.law.cornell.edu/supremecourt/text/438/265%26amp>

Syllabus/Summary:

[https://www.law.cornell.edu/wex/regents\\_of\\_the\\_university\\_of\\_california\\_v\\_bakke\\_\(1978\)](https://www.law.cornell.edu/wex/regents_of_the_university_of_california_v_bakke_(1978))

## **Week 13:**

### **Griswold v. Connecticut, 381 U.S. 479 (1965)**

Does the Constitution protect the right of marital privacy against state restrictions on a couple’s ability to be counseled in the use of contraceptives?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/381/479/#tab-opinion-1945663>

Syllabus:

<https://supreme.justia.com/cases/federal/us/381/479/#tab-opinion-1945662>

## **Week 14:**

### **Roe v. Wade, 410 U.S.113 (1973)**

Does the Constitution recognize a woman’s right to terminate her pregnancy by abortion?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950137>

Syllabus:

<https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950136>

[ Dobbs v. Jackson Women’s Health Organization, 597 U.S. \_\_\_ (2022)

Is Mississippi’s law banning nearly all abortions after 15 weeks’ gestational age unconstitutional?

## Full Opinion:

Opinion of the court (Alito, J.) <https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600822>

Concurring Opinion (Thomas, J.) <https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600818>

Concurring Opinion (Kavanaugh, J.) <https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600819>

Concurring Opinion (Roberts, J.) <https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600820>

Dissenting Opinion (Kagan, J.) <https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600821>

## Syllabus:

<https://supreme.justia.com/cases/federal/us/597/19-1392/#tab-opinion-4600823> (Summary: Read Syllabus summarizing the majority opinion by Justice Alito and the first 8 paragraphs of Justice Kagan's dissent.)

## Sources and References:

### Course Resources:

Harr & Hess, Constitutional Law and the Criminal Justice System (See ebook Canvas Module)

Neubauer & Fradella, America's Courts and the Criminal Justice System (See ebook Canvas Module)

Mauro, Tony, Supreme Court Landmark Cases (Can purchase book on Amazon or at <http://cspan.org/> for less than \$15.00)

### U.S. Constitution:

See copy in Canvas Module or in Harr & Hess, Constitutional Law and the Criminal Justice System, Appendix A (See ebook Canvas Module)

<https://www.google.com/search?q=u.s.+constitution&oq=U.S.+Cons&aqs=chrome.0.0i512l2j69i57j46i175i199i512j46i199i465i512j0i512j46i175i199i512j3i0i512.4021j0j15&source>

### Federalist Papers (Constitution's background history):

<https://guides.loc.gov/federalist-papers/full-text>

[https://sunwater.org/research/federalist-papers-intro/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idCGNP3fJ-xiEGbQzS63iDI\\_vFNfdlbwzAvsCq1ZsKkt5dmsYspl6wAaAqOWEALw\\_wcB](https://sunwater.org/research/federalist-papers-intro/?gclid=Cj0KCQiAwJWdBhCYARIsAJc4idCGNP3fJ-xiEGbQzS63iDI_vFNfdlbwzAvsCq1ZsKkt5dmsYspl6wAaAqOWEALw_wcB)

### U.S. Supreme Court Home Page:

<https://www.supremecourt.gov/>

**Finding the law and cases – Legal Research Sites (includes actual cases and summaries of cases):**

<https://www.oyez.org/>

<https://supreme.justia.com/cases/federal/us/384/436/>

<https://www.law.cornell.edu/>

**General Sources of Information:**

[https://dicta.icaad.ngo/timeline/?gclid=CjwKCAiA7vWcBhBUEiwAXieltnWmtpPi9izn8j9dUHR7PvMLtuJFPF3eTY26w4kEKC1ACQYiA02m7hoC5eoQAvD\\_BwE](https://dicta.icaad.ngo/timeline/?gclid=CjwKCAiA7vWcBhBUEiwAXieltnWmtpPi9izn8j9dUHR7PvMLtuJFPF3eTY26w4kEKC1ACQYiA02m7hoC5eoQAvD_BwE)

Famous cases; landmark cases through poetry and narration which include discussion of how cases shaped the nation and immigrant rights, rights of black people and women's rights

[https://www.retroreport.org/education/resources/the-scotus-collection/?gclid=CjwKCAiA7vWcBhBUEiwAXielthVCoZG18GALukGr5-4mRKXWcOuzDcWOacgK29JY\\_7\\_bOSL3VyHf\\_xoC5RIQAvD\\_BwE](https://www.retroreport.org/education/resources/the-scotus-collection/?gclid=CjwKCAiA7vWcBhBUEiwAXielthVCoZG18GALukGr5-4mRKXWcOuzDcWOacgK29JY_7_bOSL3VyHf_xoC5RIQAvD_BwE)

Supreme Court collection -- includes videos and narrations of First Amendment, Equal Protection and affirmative action with an eye towards how history and current debates intersect.

**News sources on current national topics, and current legal and criminal law issues:**

Read/identify/obtain articles for class discussion from local and national newspapers, such as: The New York Times, Washington Post, Wall Street Journal, Los Angeles Times, San Francisco Chronical, San Jose Mercury, as well as other national and business newspapers.

<https://www.reuters.com/legal/>

<https://www.natlawreview.com/>

<https://www.law360.com/>

<https://www.nolo.com/legal-updates/legal-updates-for-criminal-law>

<https://www.cnn.com/us/crime-and-justice>

<https://www.cbsnews.com/crime/>

<https://www.foxnews.com/category/us/crime>

[https://www.fairtrials.org/campaigns/pre-trial-detention/?gclid=CjwKCAiA7vWcBhBUEiwAXielmWMoaCZjx1Cq25xjHK-4TCIHKP49wLguDYUkPO6efKGLd0rq7Fz7hoCcMsQAvD\\_BwE](https://www.fairtrials.org/campaigns/pre-trial-detention/?gclid=CjwKCAiA7vWcBhBUEiwAXielmWMoaCZjx1Cq25xjHK-4TCIHKP49wLguDYUkPO6efKGLd0rq7Fz7hoCcMsQAvD_BwE)

[https://www.impactfund.org/social-justice-blog/?gclid=CjwKCAiA7vWcBhBUEiwAXieltrbqCMYcPdLk5pGbIOj2kOx10j3qDm5c9zzY6H\\_xeEuIXYwNPQb3exoC4xAQAvD\\_BwE](https://www.impactfund.org/social-justice-blog/?gclid=CjwKCAiA7vWcBhBUEiwAXieltrbqCMYcPdLk5pGbIOj2kOx10j3qDm5c9zzY6H_xeEuIXYwNPQb3exoC4xAQAvD_BwE)

<https://www.urban.org/research-area/crime-justice-and-safety?gclid=CjwKCAiA7vWcBhBUEiwAXieltnsLYu9iM13A2C78mDYx8DLyJhfTSgNiFar17bRdBuPP7wzmLWchBoCGvQQA>  
D\_BwE