UNIVERSITY OF GEORGIA

SYLLABUS

POLS 4710 - 22710
Constitutional Law: Rights and Liberties

Spring 20XX
XXX-XXX
Baldwin XXX

Course Description

Individual rights and liberties, with emphasis on the First Amendment, other parts of the Bill of Rights, and the Fourteenth Amendment.

Prerequisites: POLS 1101 or POLS 1101E or POLS 1101H or POLS 1101S
Not open to students with credit in POLS 4710E, POLS 4710H

Learning Outcomes or Course Objectives

Students will be able to:
Read and summarize Supreme Court opinions on constitutional law
Understand historical development and key precedents in constitutional law.
Discuss constitutional principles as they apply to civil liberties and civil rights.

Instructor Information

Garrett N. Vande Kamp
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Office Hours: X X-X PM
Baldwin 409

Textbook and/or Resource Material

Required Textbook: *Civil Rights and Liberties*, 1st Edition. Solberg, Rorie. 2023.
https://open.oregonstate.education/civilrights/

Optional Textbook*: Constitutional Law for a Changing America: Rights, Liberties, and Justice*, 12th Edition. Epstein, Lee, Kevin McGuire, and Thomas G. Walker. https://study.sagepub.com/epsteinrights12e/student-resources

All other necessary materials will be provided by the professor or through access to the university's resources available freely to students.

Class Format and Attendance Policy

This is an in-person class. Attendance will be taken in class for the instructor's records via TopHat. While attendance is voluntary, quizzes and exams must be taken in person and must be verified via TopHat. To download TopHat, visit https://ctl.uga.edu/learning-technologies/student-response-systems/

Attendance is also mandatory for a student who will be presenting on a given day. Make-up exams are at the discretion of the professor, but will always be within a week of the exam date. University-excused absences will always guarantee a make-up attempt. Quizzes will be announced at least one class period before they are scheduled. Exams and presentations for students will be announced at least one week before they are scheduled.

In the absence of written authorization from the UGA Disability Resource Center, students may not make a video or audio recording of any aspect of this course. In the event an authorization, the student and faculty must come to a written agreement that ensures recordings will only be used for personal academic use, not to violate the privacy of those in attendance, nor to monetize off the content of the lectures. Violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Grading Policies

Case Briefs/Presentations	50%
Final Exam	30%
Quizzes	15%
Participation	5%

Assignments will receive due dates. Unless otherwise specified in writing, all assignments that are due on scheduled class day will be due before class. These due dates are mandatory. Written assignments turned in after class but on the due date will be subject to a 10% grade reduction. Late written assignments after the due date will be accepted with a 15% grade reduction for each day it is late. Oral assignments will not be accepted late; late assignments will be given a zero. Students with foreseen but unavoidable absences on days they are to present an oral assignment in class must make arrangements to switch assignments with a different student prior to their scheduled presentation day.

Assignments that are found to be academically dishonest will receive a 0%. This includes plagiarism, lying, tampering, and giving or receiving unauthorized assistance. For more information, see https://honesty.uga.edu/

The use of Generative Artificial Intelligence tools for case briefs and presentations will not be an example of academic dishonesty if the tool used is given proper attribution. Instead, it will be subject to course policies on the use of cited sources. All other uses of Generative Artificial Intelligence will be considered academically dishonest.

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu. Every course syllabus should include the instructor's expectations related to academic honesty.

Case Briefs and Presentations: Students will be required to write three case briefs on Supreme Court decisions examined in this class. Students will submit their case brief on the day their case is discussed in class, which will be known in advance. Case briefs summarize the elements of a case, as detailed in the rubric. The case brief is expected to summarize the entire text of a case, not just those elements reproduced or summarized in the textbook or other reference material. Part of the course will involve students locating full Supreme Court decisions. At minimum, students must follow the professor's format when creating a case brief.

Students will also be required to present one of these cases to the class. The number of cases a student can expect to present is dependent upon class size. A student's presentation will be on the day that the case is discussed in class. Students may trade assignments with each other when both consent and both inform the professor with written communication.

Quizzes: Quizzes will be administered on the first day of each new unit that cover materials from the previous unit. They will ask about the cases that have been assigned in class as well as any terms added to the course glossary. The quizzes will be administered on eLC through the Lockdown browser.

Participation: Students may occasionally be given assignments that are outside the scope of the above required assignments. These assignments will fall under a student's participation grade. Students who display persistent behavior issues during class will also be docked on their participation grade.

Grading Scale

A	93-100	C+	77-80
A-	90-93	C	73-77
B+	87-90	C-	70-73
B	83-87	D	60-70
B-	80-83	F	<60

Major Class Dates

Add/Drop Period	Monday-Friday, January XX-XX
MLK Jr. Day (No classes)	Monday, January XX
Spring Break (No classes)	Monday-Friday, March XX-XX
Withdrawal Deadline	Thursday, April X
Last Day of Class	Friday, April XX
Final Exam	Monday, May X (X)

Disability Accommodations

If you plan to request accommodations for a disability, please register with the Accessibility and Testing (A&T). A&T can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice), or by visiting https://accessibility.uga.edu/

UGA Well-Being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- *Well-being Resources: well-being.uga.edu*
- *Student Care and Outreach: sco.uga.edu*
- *University Health Center: healthcenter.uga.edu*
- *Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273*
- *Health Promotion/ Fontaine Center: healthpromotion.uga.edu*
- *Accessibility and Testing: accessibility.uga.edu*

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

Syllabus as a Contract

This syllabus is a contract between the professor and the individual student. Every student in this class receives an identical syllabus; therefore, every student in this class will be taught and evaluated in the same manner. This syllabus is unique to this class; therefore, the students in this class may not be taught and evaluated as students in other sections of this class, past or present, even if taught by the same professor.

A Word of Thanks

Teaching is a difficult task, and even the creation of a course syllabus is difficult. I appreciate the help of all of my colleagues who have helped me along the way: Joseph Ura, John Robertson, Nicholas Conway, Todd Curry, Grier Stephenson, Teena Wilhelm, and Jessica Schoenherr. I am also grateful to the students of previous courses whose feedback has helped me improve this syllabus.

That being said, this syllabus and the course materials referenced in it is the intellectual property of the instructor and subject to copyright law. Do not reproduce any course materials without explicit written permission. This includes lecture material; all recordings are prohibited.

Course Topics

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Weeks 1 and 2: Basics of Constitutional Law

Week 3: Incorporation through the Due Process Clause
Cases: *Barron v. Baltimore; Hurtado v. California; Maxwell v. Dow; Palko v. Connecticut; Duncan v. Louisiana*

Week 4: Free Speech Clause
Cases: *Schenck v. U.S.; Brandenburg v. Ohio; U.S. v. O'Brien; Texas v. Johnson; Tinker v. Des Moines Independent Community School District; Morse v. Frederick*

Week 5: Free Press Clause
Cases: *Near v. Minnesota; New York Times v. U.S.; New York Times v. Sullivan; Hustler Magazine v. Falwell; Branzburg v. Hayes; Seattle Times Co. v. Rhinehart*

Week 6: Free Exercise Clause
Cases: *Cantwell v. Connecticut; Sherbert v. Verner; Employment Division, Department of Human Services of Oregon v. Smith; Wisconsin v. Yoder; Masterpiece Cake Shop v. Colorado Commission*

Week 7: Establishment Clause
Cases: *Everson v. Board of Education; Engel v. Vitale; Lemon v. Kurtzman; Kennedy v. Bremerton School District; Van Orden v. Perry; Town of Greece v. Galloway*

Week 8: Free Assembly Clause, Freedom of Association, and the Second Amendment
Cases: *Hague v. Committee for Industrial Organization; Frisby v. Schultz; Roberts v. U.S. Jaycees; Boy Scouts of America v. Dale; Christian Legal Society v. Martinez; District of Columbia v. Heller; U.S. v. Rahimi*

Week 9: Thirteenth Amendment
Cases: *Prigg v. Pennsylvania; Dred Scott v. Sanford; Plessy v. Ferguson; Civil Rights Cases; Jones v. Alfred H. Mayer Co; U.S. v. Kozminski*

Week 10: Equal Protection Clause, Part 1
Cases *Sweatt v. Painter; Brown v. Board of Education (1); Bolling v. Sharpe; Burton v. Wilmington Parking Authority; Moose Lodge No. 107 v. Irvis; Loving v. Virginia; Washington v. Davis*

Week 11: Equal Protection Clause, Part 2
Cases: *Reed v. Reed; Craig v. Boren; U.S. v. Virginia; Plyer v. Doe; Cleburne v. Cleburne Living Center; University of California v. Bakke; Students for Fair Action v. University of North Carolina*

Week 12: Two Approaches to the Due Process Clause
Cases: *Goss v. Lopez; Board of Regents of State Colleges v. Roth; Lochner v. New York; Adkins v. Children's Hospital; Nebbia v. New York; West Coast Hotel v. Parrish*

Week 13: Modern Debates on the Due Process Clause
Cases: *Griswold v. Connecticut; Washington v. Glucksberg; Roe v. Wade; Dobbs v. Jackson Women's Health Organization; Lawrence v. Texas; Obergefell v. Hodges*

Week 14: Voting Rights and the Constitution
Cases: *South Carolina v. Katzenbach; Shelby County v. Holder; Reynolds v Sims; Miller v. Johnson; Rucho v. Common Cause; Citizens United v. FEC; McCutcheon v. Federal Election Commission*