

GRAND VALLEY STATE UNIVERSITYs
CONSTITUTIONAL RIGHTS AND CIVIL LIBERTIES - CJ 305-01
WINTER 2016

Professor: Renee Stamper
Office: 267 C (Devos)
Cell Phone: 616-340-6324
Email: stamperr@gvsu.edu

Days Class Meets: M/W/F
Time Class Meets: 10:00 – 10:50
Location of Class: Eberhard 514
Office Hours: Mon. 12:30-3:00; Thurs. 10:00-1:00; Friday 12:00-3:00; or TBA

COURSE DESCRIPTION: Survey of the nature and extent of protection of civil liberties and civil rights of the accused under the U.S. Constitution through examination of landmark Supreme Court decisions. Offered fall and winter semesters.

PREREQUISITES and/or CO-REQUISITES: None.

INTRODUCTORY PROSE: This course covers many controversial and often emotional issues/cases. If you are uncomfortable about these issues, please let me know. We will be discussing issues such as the First Amendment (hate speech, obscenity, offensive words), as well as other potentially offensive material. We all do not have to agree on these issues, but we should all be able to discuss the issues in a respectful manner.

OBJECTIVES: Upon completion of this course, the student will:

1. *Describe* the framework of government and how governmental power is created and allocated to the branches of government by the U.S. Constitution (*knowledge*).
2. *Identify* the interests protected by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments as applied and interpreted by the U.S. Supreme Court (*knowledge*).
3. *Understand* the selective incorporation doctrine's role in applying the Bill of Rights to the states (*comprehension*).
4. *Identify* and *examine* competing Constitutional provisions concerning governmental powers and individual rights, shifting judicial interpretation of the Constitution, and issues of executive authority, political democracy, and judicial autonomy (*application*).
5. *Identify* and *describe* federal statutes protecting the civil rights of individuals from both improper governmental and private action (*knowledge*).
6. *Evidence* written skills as outlined in course requirements (*application*).

BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS": While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Knowledge," "Comprehension" and "Application."

TOPICS:

1. Introduction and Overview of the US Constitution
2. First Amendment Rights – free speech,
3. First and Fourth Amendment rights (arrest/detention)
4. Search and Seizure
5. Interrogations and Confessions
6. Self-Incrimination
7. Right to Counsel
8. Trial and Punishment
9. Civil and Criminal Remedies

METHODS OF EVALUATION: You will be given assignments, and undergo exams in this class. Please note, participation includes attendance.

Two papers, 50 points each	100 points
5 quizzes, 20 points each	100 points
Final Exam	100 Points
Participation	100 Points

Total Possible	400 Points
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GRADING SCALE:

TOTAL SCORE	GRADE (% of points)
94% -100% -----	A
90% - 93% -----	A-
87% - 89% -----	B+
84% - 86% -----	B
80% - 83% -----	B-
77% - 79% -----	C+
74% - 76% -----	C
70% - 73% -----	C-
67% - 69% -----	D+
60% - 66% -----	D
Below 60% -----	F

ATTENDANCE: Please sign the attendance sheet prior to each class meeting.

TEXT(S)

Required Text(s):

Kanovitz, J. (2015). *Constitutional Law 14th Edition*. Routledge Publishing

OTHER RESOURCES: Patricia Bravender is our departmental librarian and she can provide help with individualized research assistance for all of your classes, Her office is in the Steelcase Library on the downtown campus and she can be reached at bravenderp@gvsu.edu or 331-7338. Her legal studies library subject guide (<http://libguides/gvsu.edu/law>) contains links to all of the law related databases and other specific resources for criminal justice students.

LAPTOP COMPUTERS AND OTHER ELECTRONIC DEVICES: Computers will not be allowed in class. The lecture notes will be provided to you. Cell phones should not be seen or used during class. Any texting, emails, or other use of any type of electronic device will result in a loss of participation points.

NOTE: The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

CLASS PARTICIPATION: I expect you to not only attend class, but to attend class **prepared**. That means you have completed the assigned reading prior to class and are prepared to discuss your thoughts, or participate in any group activities based on the readings.

None of the readings I have selected for this class are beyond a reasonable length. If you are unprepared for class, please notify me before class and I will not call on you that day (although, I most likely will call on you the next class), or you can run the risk of not telling me and see if I draw your name. The demonstration of a willingness to learn through class participation is fundamental to your educational development.

Classroom participation, moreover, is not achieved by occupying a seat for the duration of each session. Learning solely from lecture notes is also not education. The opinions, perspectives, anecdotes, and debate expressed in class will offer a far more rounded perspective of the material and thus enhance your educational experience.

CLASSROOM EXPECTATIONS:

- Please refrain from eating in class. Drinking beverages is fine, but please do it peacefully.
- Gum is allowed ONLY IF it is not snapped, blown into bubbles, or I have to witness you chewing with your mouth open.
- **Please be on time. I begin on time.** Being late is a distraction for your peers.
- Raise your voice when speaking in class. If you cannot hear someone talking, including myself, kindly ask for them to speak up. Everyone benefits when everyone can hear and is involved in the discussion. **This class is not meant to be a one-sided discussion** – everyone will benefit from class participation, not just the instructor and question asker.
- Feel free to involve yourself in any discussion. However, please remember your manners, and fight the urge to yell out a rebuttal while someone else is speaking. **Wait your turn, raise your hand, and you'll be given the same courtesy.** I hope to engage the class in informative discussions. If we are having a debate in class, remember this is not a political arena; show respect, even in your dissent.
- CELL PHONES – As noted above, I do not want to see any cell phones. If you are awaiting an important phone call (a family medical emergency, for example), let me know before class begins. Only then will you be permitted to take the call into the hallway.
- If you need to leave during class (i.e., use the restroom), please do so quietly.
- RESPECT – You are an adult student and I hope you understand the need for balance in the classroom. I respect your right to learn, and as such, you should respect my right to teach. **If you have issues with the way I am teaching something, please always feel free to speak to me first...after class.** We can find a solution.
- Your peers should feel welcome to contribute to the discussion. This class will be instructed to get the most out of all of you. Chastising, mocking or showing an obvious lack of respect for a classmate will result in severe penalty, up to and including withdrawal from the course this semester.

ACADEMIC INTEGRITY: Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

SECTION 223.01 PLAGIARISM: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

DISABILITY-RELATED ACCOMMODATIONS: If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines

THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF "W" IS 03/11/16

Bloom's Taxonomy of the Cognitive Domain*
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I developed these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesize and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

Bloom's Taxonomy

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas; Assess value of Theories; Presentations; Make choices based on reasoned argument; Verify value of evidence; Recognize subjectivity.	Assesses; Decide; Rank; Grade; Test; Measure; Recommend; Convince; Select; Judge; Explain; Discriminate; Support; Conclude; Compare; Summarize.
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones; Generalize from given facts; Relate knowledge from several areas; Predict; Draw conclusions.	Combine; Integrate; Modify; Rearrange; Substitute; Plan; Create; Build; Solve; Perform; Establish; Predict; Produce; Modify; Plan; Formulate; Design; Invent; Compose; Formulate; Prepare; Generalize; Rewrite.
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns; Organization of parts; Recognition of hidden meanings; Identification of components.	Analyze; Breakdown; Separate; Order; Explain; Connect; Classify; Arrange; Divide; Compare and contrast; Select; Explain; Infer; Show how; Draw a diagram; Deduce.
3. APPLICATION	Students can apply previously learned material such as concepts; Rules or generalizations to newly taught material.	Use information; Use methods; Concepts; Theories in new situations; Solve problems using required skills or knowledge.	Apply; Classify; Find; Choose; Compute; Sort; Generalize; Organize; Demonstrate; Calculate; Complete; Illustrate; Show; Solve; Examine; Modify; Relate; Change; Classify; Experiment; Discover.
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information; Grasp meaning; Translate knowledge into new context; Interpret facts; Compare; Contrast; Order; Group; Infer causes; Predict consequences.	Summarize, Define; Put in your own words; Describe; Interpret; Contrast; Predict; Associate; Distinguish; Estimate; Differentiate; Discuss; Extend; Summarize; Translate; Illustrate; Restate; Demonstrate.
1. KNOWLEDGE	Students can recall; Reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information; Knowledge of dates; Events; Places; Knowledge of major ideas; Mastery of subject matter.	List; Define; Tell; Describe; Identify; Show; Label; Collect; Examine; Tabulate; Quote; Underline; Place in order; Reproduce; Recognize; Recall; Name; Who; When; Where; etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education