Student Learning Outcomes (SLOs):
1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.

3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course (Catalog) Description: An analysis of the role of the U.S. Supreme Court and the appellant courts in protecting individual rights and civil liberties with a focus on litigation involving provisions of the Bill of Rights.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, what should happen to people currently dying in prison due to chronic illness, like AIDS? Should they be kept in prison until they die? Or, should they be released from prison? Students are expected to have the mentality and readiness for upper-level content and rigor.
Course Structure: This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

Required Texts:
[ISBN: 978-1483384016]

Recommended Readings:
Books:


Book Chapters:


**Refereed (Peer-Reviewed) Journal Articles:**


**Encyclopedia, Magazine, and Other Publications:**


Weekly Assignments: There will be ten (10) Weekly Assignments, each worth 10 points for a total of 100 points. The “Weekly Assignments” will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

Activities/Participation: Please complete the reading assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to respond (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these “exercises” will be equated into your final grade.

Reviews (Book, Article, Movie):

Required Book Review (50 points): For your Book Reviews you are asked to read and make critical judgment about one book (50 points). Here is the complete citation for the required book review:


The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

Article Review (50 points): An article will be provided (or posted online) your review and assessment.

Movie Review (50 points): A movie title will be provided (or posted online) for your review and assessment.

Required Project: The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed during the first part of the class. Illustration: some
Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift/session, write down what you observed. Describe how it compares with elements of what you have learned in class (like constitutional law, criminal behavior, perceptions, gender, social class, age, imprisonment, and justice). For instance, based on your observations, what are the links between criminal behavior, constitutional law, justice, research, and practice?

Your project, which is required (100 points), will be shared with the rest of the class at the end of the semester, allowing other students to provide feedback (vis-à-vis a short reaction comments), if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will not be accepted. Do not submit (post) your only copy of any paper without saving your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Note: The project will be discussed further in class.

Mini-project:

This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertain to constitutional law in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are optional. You will receive “extra credit” points for completing mini-projects. If your mini-project is adequate, you will receive one percentage point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will submit a three to five-page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of constitutional law.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an alternative you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

Make-up Work:

A tentative schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be modified during the semester. Hence, if you fail to log on as discussed herein, it is the student’s
responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right away.

**Note:** Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

**Grades:** There are a total of 450 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (450) as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Reviews</td>
<td>150</td>
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<tr>
<td>Required Project</td>
<td>100</td>
</tr>
<tr>
<td>Activities/Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
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</table>

*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to more than 450 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less than 450 points.

**Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less (or more) than 450 points.

**Grade Distribution:**

- 90-100% = A (Excellent)
- 80-89% = B (Better than Average)
- 70-79% = C (Average)
- 60-69% = D (Below Average)
- Below 60% = Failing

**Note:** Mini-project points will be added to your point total at the end of the course.

Please be aware of class expectations, rules, and University/College Policies, which follow:

**Attendance Policy:** This course is “Web” based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you
will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of Constitutional Law and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of constitutional law within the context of the criminal justice system. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

**Punctuality:** It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

**Classroom etiquette:** Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

**Incomplete Grades:**
PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.

**Class Responsibilities and Conduct:**
You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

**Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):**
Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

**Disability Services:**
Students who have special instructional needs because of a physical handicap or a learning disability should discuss their special needs with the office of Student Disabilities Services. You may also see the University/College Catalog for additional information. Please do so before the end of the first week of class.

Contact person for ADA:
Drop Policy:
If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record’s Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Library Services:
Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

The Rio Grande College Quality Enhancement Plan (QEP):
Sul Ross State University Rio Grande College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Rio Grande College has developed a QEP called Putting Your Words to Work that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Rio Grande College is committed to enhancing students’ written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at RGC. Students should expect to write and speak professionally in all courses, not just English classes. In this course, Constitutional Law, students will write various papers and present student work to other students and the Professor, as discussed herein.

Distance Education Statement:
Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student
handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Focus: Detail class expectations; provide a foundation for the study of American corrections; &amp; provide an introduction &amp; broad overview of the subject matter: penology. Explore “Urbina Links”:</td>
<td>The “Urbina Links” will be provided!</td>
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<td>Week 2</td>
<td>“Understanding the U.S. Supreme Court”</td>
<td>Chapter 1</td>
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<td><strong>Focus:</strong> Examine the historical, social, political, and philosophical foundations of the Supreme Court, the Court of last resort.</td>
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<tr>
<td>Week 3</td>
<td>“The Judiciary: Institutional Powers and Constraints”</td>
<td>Chapter 2</td>
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<td><strong>Focus:</strong> Detail the primary functions of the U.S. judiciary, its powers, constraints, implications, and ramifications in the legal process.</td>
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<tr>
<td>Week 4</td>
<td>“Incorporation of the Bill of Rights”</td>
<td>Chapter 3</td>
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<td><strong>Focus:</strong> Explore the significance of the Bill of Rights, placing them within the overall judicial system over time.</td>
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<tr>
<td>Week 5</td>
<td>“Religion: Exercise and Establishment”</td>
<td>Chapter 4</td>
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<td><strong>Focus:</strong> Considering the historical sensitivity of religion, analyze the establishment and subsequent role, influence and significance of religion in the context of the judicial system.</td>
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<td>Week 6</td>
<td>“Freedom of Speech, Assembly, and Association”</td>
<td>Chapter 5</td>
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<td><strong>Focus:</strong> Delineate the implications, significance, and ramifications involving these “liberties.”</td>
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<td>Week 7</td>
<td><strong>Reflection Week</strong>:</td>
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<td><strong>Focus:</strong> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</td>
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<tr>
<td>Week 8</td>
<td>“Freedom of the Press”</td>
<td>Chapter 6</td>
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<td><strong>Focus:</strong> Examine the importance, utility, benefits, and key issues regarding freedom of the press, including challenges and criticisms.</td>
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<td>Week 9</td>
<td>“The Boundaries of Free Expression”</td>
<td>Chapter 7</td>
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<td><strong>Focus:</strong> Delineate the boundaries of “free” expression in the U.S., what does it mean to us, as citizens, particularly now in the era of globalization.</td>
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<td>Week 10</td>
<td>“The First Amendment and the Internet”</td>
<td>Chapter 8</td>
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<td><strong>Focus:</strong> With the internet becoming of “age” in the era of globalization, including the globalization of knowledge, explore the internet in the context of the First Amendment, realities, implications, and ramifications.</td>
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<td>Week 11</td>
<td>“The Right to Keep and Bear Arms”</td>
<td>Chapter 9</td>
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<td><strong>Focus:</strong> As a historical U.S. issue, detail key issues (criticisms, importance, utility, and consequences) surrounding the right to bear arms, a currently hotly debated topic in the United States.</td>
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| Week 12 | “The Right to Privacy”  
**Focus**: Analyze the major issues governing the right to privacy, particularly in the context of various legal challenges over the years, while thinking about the future of “our privacy” in a highly technological world. | Chapter 10 |
|---------|---------------------------------------------------------------------------------|-----------|
| Week 13 | **Projects are due: TBA**  
“Investigations and Evidence”  
**Focus**: Examine the evolution, developments, and emerging issues and challenges regarding investigations and evidence, particularly with the emergence of new technology. | Chapter 11 |
| Week 14 | **“Attorneys, Trials, and Punishment”**  
**Focus**: Detail strategies, functions, and challenges confronting lawyers, the issues and complexities of trials, and the realities of crime and punishment, as administered by the U.S. legal system. | Chapter 12 |
| Week 15 | **“Discrimination”**  
**Focus**: Analyze key forces shaping (eliminating or exacerbating) prejudice and discrimination in the U.S., along with the economic, political, and social implications and ramifications. | Chapter 13 |
| Week 16 | **“Voting and Representation”**  
**Focus**: Detail the historical significance of voting and representation, importance of having a balanced legal system. | Chapter 14 |

*The syllabus is likely to be amended during the semester at the discretion of the Professor!*

Note: Please check Calendar on Blackboard for **due dates**!
Mini-Project Suggestions

1. With fellow students, family members, or friends, discuss the issue of what could possibly be the DRIVING force behind criminal behavior, constitutional law, and subsequent imprisonment in the U.S. (and abroad).

2. With fellow students, family members, boy-friends, or girl-friends, discuss the issue of whether issues like poverty, race, ethnicity, gender, culture, religion, and morality are influential in the dynamics of constitutional law. WHY? Or, WHY NOT?

3. Make observations of HOW people treat/interact with people who have been arrested, done time in jail or prison, and see if you notice variation in treatment. For instance, do you notice a stigma, and possible consequences? Compare what you see with the descriptions in this class. Keep a diary of your experience.

4. Find interesting stories in newspapers and magazines pertaining to imprisonment in the area, or other community, and detail a brief report. Explain what you find interesting about the stories, as projected through the lens of the media.

5. Watch a documentary, video, or movie that vividly documents that history of constitutional law and write a brief reaction paper.