

**SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE
DEPARTMENT NATURAL AND BEHAVIORAL SCIENCES
CRIMINAL JUSTICE PROGRAM
DEL RIO - EAGLE PASS – UVALDE
SPRING 2026 SYLLABUS**

COURSE: CRIM 4302: Constitutional Law

COURSE PERIOD: Beginning January 14, through Monday May 6, 2026

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BIOGRAPHY:

JUDICIAL JURISDICTION: Misdemeanor Criminal; Juvenile; Adult & Juvenile Drug Treatment Specialty Court; Probate; Divorce; Child & Adult Protective Services, & Civil.

August 2017-Present: Adjunct Professor SRSU-Rio Grande College.

January 1, 1999-Present: Court-At-Law Judge, Val Verde County. November

2, 1990-1998: General Practice of Law with Law

Offices of Gonzalez, Gonzalez & Gonzalez, 313 Pecan Street, Del

Rio, Texas. Criminal Felony & Misdemeanor, Juvenile, Divorce & Child Custody, Protective Orders, Child Protective Services, Probate, Guardianships & Civil Matters.

May 4, 1986: Juris Doctorate Degree, O.W. Coburn School of Law, Oral Roberts University, Tulsa, Oklahoma.

August 14, 1981: Bachelor of Arts Degree, St. Mary's University, San Antonio, Texas.

May 2, 1976: Del Rio High School Graduate, Del Rio, Texas.

CONTINUING LEGAL EDUCATION STUDY HOURS: January 1, 1999-Present: 770.00
Total CLE; 115.75 Total Ethics, State Bar of Texas.

COURSE DESCRIPTION: The goal of this course is to master the elements of substantive law and procedural due process in the enforcement of criminal law. This course will provide a foundation for understanding the rule of law and purpose of law to maintain an ordered society. Civil liberties of the constitution are addressed and civil liabilities influencing the criminal justice system are explored.

CLASS EXPECTATIONS: All assignments must be submitted consistently and in a timely matter throughout the course. Falling significantly behind or skipping assignments without communication may impact your grade. It is important to remain in good academic standing to ensure mastery of course objectives.

TEXTBOOKS: “*Digital Online Access*” **Chapter** Assignments 1-13

Constitutional Law, 7th Edition, by J. Scott Harr, J.D. Cengage Learning

ISBN # 9781305966550 (Digital Access MindTap-Instant Access)

All your required materials are included in your Sully Shelf Book. You can visit your official Lobo Outfitters online <https://www.bkstr.com/sulrossstore/home> and select “Spring 2026” from the drop-down menu, then click “FIND COURSES” and enter your course information which will give you access to the textbook above.

ONLINE DIGITAL COURSE ACCESS WITHIN ULTRA-BLACKBOARD: Note: This digital course is already included with your tuition, NO NEED TO PAY, unless you desire the actual textbook. Hard copy Textbook is NOT required for this course...This Cengage/MindTap course is fully integrated into Ultra-Blackboard. First, in Blackboard under “Course Content” click on “MindTap Access & Spring 2026 Syllabus CRIM 4302-Constitution Law.” Second, click on “Start Here: Register to Access MindTap. Third, set up your Cengage/MindTap account & click on “Click Here to Access MindTap-CRIM 4302.” Once you do so, you will have access to each chapter 1-13 assignments and activities.

CHAPTER ASSIGNMENTS, ACTIVITIES, & GRADING SCALE:

Exams and assessments have been structured to mandate maximum participation in this self-directed course of study. Each Chapter contains “Chapter Reading”, important that you click on highlighted word to view definition; “Chapter Video Case”, important you complete the full short

video and answer the multiple (5) questions; “Chapter You Decide Part I “; & “Chapter Exam”. Each section mentioned herein develops points in calculating your grade. You have (2) retries to increase your point totals. Grading Scale: A-893-793; B-792-692; C-591-491; D-490–390; F-389-0. Professor may include a curve that will determine the final semester student course grades

CHAPTER OBJECTIVES Upon reading assigned chapters in the textbook with a thorough review of the key concepts, terms, case law and learning objectives within each chapter the student will acquire extensive knowledge of the following subject-matter materials to be inclusive on each examination.

NOTE: Each chapter provides Learning Objectives; Visual Summary; Reading; You Decide Part I, & Chapter Exam. Course is self-paced.

Chapter 1 Learning Objectives: A Historical Overview:

- LO1** Understand what constitutes a “search” under the Fourth Amendment.
- LO2** Explain the limitations placed on searches with a warrant.
- LO3** List the exceptions to the warrant requirement that have been established.
- LO4** **LO1** Identify the three main groups that coexisted in 1775 in the land that would become the United State of America and which of these groups U.S. history tends to ignore.
- LO2** Know when, where, and why the First Continental Congress and the Second Continental Congress convened and what each resulted in.
- LO3** Name the document that formally severed the American colonies’ ties with Great Britain and know when this document was signed.
- LO4** Clarify what the primary purpose of the Constitution is and how it is achieved.
- LO5** Describe how the balance of power was established.
- LO6** Summarize what the Bill of Rights is and why it was included with the Constitution.
- LO7** Pinpoint the glaring omission in the Constitution and Bill of Rights that contradicted the Declaration of Independence.

Chapter 2 Learning Objectives: An Overview of the U.S. Legal System:

- LO1** Compare and contrast the two prominent theories about the underlying purpose of law.
- LO2** Show similarities and differences between two competing value systems (models) often identified when discussing the purpose of the criminal justice process.
- LO3** Explain what the basic purpose of the U.S. legal system is.
- LO4** Recognize how common law began, what it is based on, and what it is synonymous with.
- LO5** Understand the difference between a crime and a tort.
- LO6** Name the components of a legal opinion.
- LO7** Describe the levels on which the judicial system operates and what main functions are served by courts.
- LO8** Identify the officers of the court.

LO9 Summarize the three doctrines that govern whether a case will be heard in court.

Chapter 3 Learning Objectives: The U.S. Supreme Court: The Final Word:

LO1 Understand the authority under which the Supreme Court operates.

LO2 Explain the jurisdiction of the Supreme Court.

LO3 Describe the significance of *Marbury v. Madison* (1803).

LO4 Identify the significance of *Martin v. Hunter's Lessee* (1816).

LO5 Determine how long a Supreme Court appointment lasts and the justification behind this length of tenure.

LO6 Summarize how Supreme Court terms are structured and who is permitted to observe sessions.

Chapter 4 Learning Objectives: Equal Protection under the Law: Balancing Individual, State, and Federal:

LO1 Understand the significance of the Thirteenth Amendment.

LO2 Explain the significance of the Fourteenth Amendment.

LO3 Describe how enumerated and unenumerated rights differ and the two types of standards used by the Supreme Court to evaluate them.

LO4 Clarify how discrimination differs from prejudice.

LO5 Grasp the significance of the Supreme Court's ruling in *Plessy v. Ferguson*.

LO6 Summarize the intent of affirmative action programs.

LO7 Compare and contrast disparity and discrimination and understand whether either serves as a legitimate basis for decisions in the criminal justice system.

Chapter 5 Learning Objectives: The First Amendment: Basic Freedoms:

LO1 List the basic freedoms guaranteed by the First Amendment.

LO2 Identify the freedoms included in religious freedom.

LO3 Understand what freedom of speech guarantees to U.S. citizens.

LO4 Explain the two conditions under which police officers' speech is protected by the First Amendment.

LO5 Know whether citizens have the right to record officers performing their duties in public.

LO6 Grasp what is included in freedom of the press.

LO7 Name the basic freedoms that prison inmates have.

Chapter 6 Learning Objectives: The Second Amendment: Controversy: THE GUN CONTROL CONTROVERSY

- LO1** Identify who was, historically, included in the militia and what was required of them.
- LO2** Summarize the opposing interpretations of the Second Amendment that have clashed over the years.
- LO3** Explain the significance of *District of Columbia v. Heller* (2008).
- LO4** Understand the significance of *McDonald v. Chicago* (2010).
- LO5** Describe the provisions of the Brady Act.
- LO6** Outline what the Law Enforcement Officers Safety Act (LEOSA) allows and what its three goals are.

Chapter 7 Learning Objectives: The Fourth Amendment: An Overview Constitutional Searches and Seizures

- LO1** Understand what the Fourth Amendment forbids and requires.
- LO2** Know who is governed by the Fourth Amendment.
- LO3** Explain how probable cause relates to searches and arrests.
- LO4** Identify the one requirement of all search and arrest warrants.
- LO5** Describe, in the context of the continuum of contacts, the relationship between an officer's actions and the constitutionality of those actions.
- LO6** Clarify what a stop and what a frisk are and when each is permitted.
- LO7** Summarize what the *Terry* decision established.
- LO8** Outline what the exclusionary rule is, the precedent case for it, and what primary purpose it serves.
- LO9** Discuss the exceptions to the exclusionary rule.

Chapter 8 Learning Objectives: Conducting Constitutional Seizures

- LO1** List the elements of a seizure.
- LO2** Understand the relationship between seizures, stops, and arrests.
- LO3** Explain what factors determine how long a stop may last.
- LO4** Know whether the *Miranda* warning must be given during a traffic stop.
- LO5** Identify how arrest is usually defined.
- LO6** Clarify when an arrest can legally be made.
- LO7** Establish where arrests can be made.
- LO8** Describe how much force can be used in making an arrest.
- LO9** Recognize what the only justification for use of deadly force is.
- LO10** Determine who has immunity from arrests.

Chapter 9 Learning Objectives: Conducting Constitutional Searches:

- Identify when a vehicle can be legally searched without a warrant and the precedent case.
- LO5** Clarify what constitutes an exigent circumstance.
- LO6** Summarize how a reasonable expectation of privacy and the trespass doctrine relate to searches of open fields, abandoned property, and public places.

LO7 Grasp whether jail and prison inmates, probationers, and parolees have full Fourth Amendment protection.

LO8 Describe how electronic surveillance is governed by the Fourth Amendment and what relationship exists between electronic surveillance and one's reasonable expectations of privacy.

Chapter 10 Learning Objectives: The Fifth Amendment: Obtaining Information Legally

LO1 Understand what the Fifth Amendment prohibits the government from doing and what the amendment guarantees.

LO2 List the factors that determine the voluntariness of a confession.

LO3 Identify the primary modern case for analyzing confessions.

LO4 Name the four warnings that are included in Miranda.

LO5 Explain when the Miranda warning must be given.

LO6 Grasp what constitutes a valid waiver of Miranda rights.

LO7 Enumerate what rights in addition to due process are guaranteed by the Fifth Amendment.

Chapter 11 Learning Objectives: The Sixth Amendment: Right to Counsel and a Fair Trial:

LO1 List the four factors that are considered in determining whether a trial is sufficiently "speedy."

LO2 Identify the two requirements for juries established by the Sixth Amendment.

LO3 Name the guarantee of the Sixth Amendment that extends beyond the trial.

LO4 Explain when the Sixth Amendment right to counsel exists.

LO5 Understand whether there is a Sixth Amendment right to a lawyer during preindictment identification procedures and how the court will view pretrial identification procedures to determine whether they are unconstitutional.

LO6 Clarify through how many appeals the right to counsel may be invoked.

LO7 Summarize what is required if the right to counsel is waived.

LO8 Pinpoint whether juveniles have Sixth Amendment rights.

Chapter 12 Learning Objectives: The Eighth Amendment: Bail, Fines, and Punishment:

LO1 Identify what three rights are protected by the Eighth Amendment.

LO2 Explain what purposes bail serves.

LO3 Describe what may be seized under asset forfeiture laws.

LO4 Understand the meaning of "cruel and unusual punishment" comes from.

LO5 Know what the general rule under the Eighth Amendment regarding punishment is.

LO6 Clarify whether capital punishment has been found to be constitutional, which precedent cases have determined this, and what is required of proceedings that may involve the death penalty.

LO7 Summarize the eighth rights prisoners often claim.

Chapter 13 Learning Objectives: The Remaining Amendments and a Return to the Constitution:

LO1 Describe what the Third Amendment established.

LO2 Explain what was instituted by the Seventh Amendment.

LO3 Define the Ninth Amendment.

LO4 Summarize the Tenth Amendment.

LO5 Identify the amendment that allows the Supreme Court to make other amendments applicable to the states.

DISABILITY SERVICES: ADA (Americans with Disabilities Act) Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu. 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.