

**PLSC 215 Civil Rights and Civil Liberties Winter 2016**

**Professor: Adrian J. Lottie, Ph.D.**

**Civil Rights & Liberties in a Diverse US -23895 - PLSC 215-3**

Class 3:30 pm - 4:45 pm TR Pray-Harrold Hall 421

**CRN: 23895 Office: 601-R P-H**

**Class Time: 3:00p-4:45p T-Th**

**Class Location: 420 P-H**

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**Office Hours: 9:00-9:30a, 12:15-2:00p, 4:45-5:00p TTh  
and by Appointment**

**COURSE DESCRIPTION**

**Area III: Perspectives of a Diverse World**

**In the Global Awareness course, students will:**

- **Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.**
- **Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.**
  - **Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.**
- **Explore the causes and consequences of social, cultural, and racial intolerance in the world.**
  - **Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.**

**In the U.S. Diversity course, students will:**

- **Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.**
  - **Explore the causes and consequences of social intolerance in the U.S.**
- **Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.**
- **Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.**
- **Develop an awareness of alternative values, views, and communication styles in the U.S.**

**This course is an introduction to diversity and liberty in society from a legal and broad public policy perspective. It will provide students with some of the necessary educational skills to succeed in a modern society which requires a knowledge of diversity and liberty, their effects, and the personal ability to apply these principles in a legal and global context. Upon completing this course, you should be knowledgeable about a broad range of legal, diversity, and global public policy issues and the role they play in all of our lives on a daily basis. We will survey how a wide variety of groups and individuals sought and currently seek legal protection, equal rights, and recognition through the Constitution, judicial interpretation, litigation, legislation, **social, public relations, and political means**. Exposure to these struggles will allow the student to experience a wide range of perspectives and critique how the legal system, political system, and society/social system have resolved and attempted to resolve these clashes between diverse elements in the U.S.**

### **COURSE OBJECTIVES**

- 1. One set of objectives is to examine and increase awareness of the dimensions and complexity of diversity and liberty in American laws, institutions, cultures and the long term effects that diversity and liberty have on each. This course will also assist students in developing an awareness of alternative values, views, perspectives, and communication methods as they relate to diversity and liberty issues and as these issues and methods relate to them.**
- 2. Also this course will attempt to cultivate students' expertise in diversity and liberty issues in order to allow them to participate in credible discourse involving these subjects and to objectively evaluate the origins and ramifications of them on an everyday basis as it relates to their own cultural identity. Additionally, students will develop an awareness of and sensitivity to alternative values, views, and communication styles in the U.S.**
- 3. It will also attempt to provide a forum to explore the ends means and consequences of diversity and liberty, including the causes and consequences of social intolerance in the U.S. Further, students will be assisted in determining methods of analysis and evaluation of this subject through significant and insightful readings, discussions and case studies which involve an examination of the differences between social intolerance and institutionalized racism, ethno-centrism, sexism, and exclusion in the U.S.**
- 4. The course will hopefully cultivate an appreciation by students of the role that diversity has played in the evolution of American law, institutions, culture,**

income distribution, economic mobility, political access, and the democratic process in the U.S. As well, it is hoped that students develop an appreciation of their own interaction with diversity as it affects them.

5. A cultivation and appreciation of liberties and how they interact with diversity and intolerance will be addressed.  
Finally, we will examine how technologies and globalization affect and interact with the objectives described above in 1-5.

### **REQUIRED READING**

Stephens, Otis H., Jr. and John M. Scheb II. *American Constitutional Law: Civil Rights and Liberties, Volume II 5<sup>th</sup> ed.*, Boston, Mass.: Wadsworth Cengage Learning, 2012.  
6<sup>th</sup> ed avail.

ISBN 978-0-495—91490-7

**Books:** Should be available at campus area bookstores and a variety of online sources.

Additional selected cases and reading may be provided by the professor from time to time in class and online as times permits and discussions suggest.

### **EXAMS, ASSIGNMENTS & ATTENDANCE**

There will be three examinations: take-home, mixed items covering the readings and discussions with emphasis on the discussions. Late exams and assignments are graded ZERO. The three exams are equally weighted and contribute equally to your grade, and participation in classroom discussions/attendance will be considered. Direction of grades also will be considered.

Scale: 90-100=A, 88-89=A-, 86-87=B+, 80-85=B, 78-79=B-, 76-77=C+, 70-75=C, 68-69=C-, 65-67=D+, 62-64=D, 60-61=D-, 0- 59=F

Disabled persons are exempt from the late policy.

Exceptions are rare and require written documentation acceptable to the professor at his discretion.

### **E-mail Policy**

E-mails will only be responded to if: the student clearly identifies himself/herself

on the subject line of the e-mail or in the e-mail address and clearly identifies the course by number: 215 on the subject line. In addition, in general I will respond to e-mails addressing an assignment or examination issue or classroom discussions.

### Work Ethic

In general, it is a very bad idea not to come to class. This class will require a great deal of work. Usually it will require that you work at least 2 hours per day 4 or more days per week just to stay abreast of the discussions. In addition, exam preparation will require an additional 10-15 hours of study prior to the exams. It is best to read the assigned reading prior to coming to class or you may get lost and not understand the discussions.

Exams sent via e-mail require that the student save/print the sent e-mail showing the date and time sent, the identity of the sender, and the exam attachment with the e-mail if needed for verification. All assignments/exams must be sent in the instructed format or they will be graded ZERO. Please place 215 (nothing else) on the subject line when submitting exams. Be sure to save back-up copies of all work in case the professor accidentally deletes or loses your exam.

Failure to save or print these e-mails may result in a ZERO for the exam.

### Letter of Recommendation Policy

**Letters of Recommendation:** Letters of recommendation, in general, will only be written for the top two to three students in this class when requested. Exceptions are rare and only provided in cases where the student's performance is exceptional in another, relevant arena(relevant to the purpose of the letter), known by the professor.

### Tentative Schedule of Topics

Week 1	Chapter 1	Constitutional Sources of Civil Rights and Liberties
Week 2	Chapter 1	Continued
Week 3	Chapter 2	Property Rights and Economic Freedom
Week 4	Chapter 2	Continued,
Week 5	Examination 1	Essay and Objective Items: Take-Home. Chapter 3 Expressive Freedom and the First Amendment
Week 6	Chapter 3	Continued
Week 7	Chapter 5	The Constitution and Criminal Justice

- Week 8**      **Winter Recess**  
                 **Read Chapter 4 Religious Liberty and Church State Relations**
- Week 9**      **Examination 2 Take-Home: Essay and Objective Items.**
- Week 10**     **Chapter 6 Personal Autonomy and the Constitutional Right to Privacy**
- Week 11**     **Chapter 7 Equal Protection and the Antidiscrimination Principle**  
<http://detroit.cbslocal.com/2015/10/26/us-sues-pittsfield-township-for-denying-islamic-schools-zoning-request/>  
<http://www.clickondetroit.com/news/feds-sue-pittsfield-township-over-zoning-approval-denial-for-islamic-school/36057096>
- Week 12**     **Chapter 7 Continued**  
**Week 13**     **Chapter 7 Continued,**  
**Week 14**     **Chapter 8 Elections, Representation and Voting Rights**  
**Week 15**     **Chapter 8 Continued, Final Examination Take-Home Due, Thursday**

**April 26, 2016 3:00pm via e-mail attachment, in Rich Text Format or Word 97-2003.**

1. Be inquisitive, grades are important but learning is often the key to grades: try to learn something.
2. Keep this syllabus in a permanent easy to access place: file cabinet, loose leaf notebook, flash drive, portable hard drive, hard drive.
3. At least each day that you plan to attend class and preferably each week day review the Syllabus.
4. Imagine that you are an executive who has to manage every detail of your own affairs.

5. Read assignments before class. Invest at least two hours per day during the week for this course and consider this course one of your major projects and responsibilities.
6. Review your notes and discussions regularly: do not wait for examinations to do so.
7. Break down your writing/exam and when appropriate, discussion assignments into little pieces and work on the little pieces regularly, well in advance of due dates.
8. Read the comments/notes by the professor and note comments by other students so that you are abreast of and aware of the “tempo/rhythm” of the class.
9. Do not get behind during the semester: it is very difficult to keep up when you do.
10. This is especially true for assignment deadlines.
11. Attend class regularly: often discussions and materials are presented during class that are not available at any other time or place. These in turn are often subjects of exam questions.

## **Ethics**

Civility and academic honesty are required. Engaging in uncivil or dishonest behavior may result in disciplinary action against the offending student and referral to the Office of Student Conduct and Community Standards.

**Good Luck!**