

**PLSC 215-5**

Fall 2013 TR 2:00-3:15

Marshall 108

[CRN: 14824]

[Credit Hours: 3]

**Civil Rights and Liberties in a Diverse US**

Dr. Henschen

601 Q Pray-Harrold

Hours: MW 11:00-12:00; 2:00-3:00

TR 12:30-1:30, and by appointment

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In this course we will examine how groups and individuals have sought legal protection and recognition through judicial interpretation of the U.S. Constitution and legislation. Exposure to these struggles will allow us to examine a range of perspectives and explore how the legal and political systems have dealt with clashes over civil liberties and civil rights.

**Books: REQUIRED**

Watson, Bruce. 2010. *Freedom Summer: The Savage Season of 1964 That Made Mississippi Burn and Made America a Democracy*. New York: Penguin Books. [ISBN: 978-0-14-311943-2]

Dierenfield, Bruce J. 2007. *The Battle over School Prayer: How Engel v. Vitale Changed America*. Lawrence, KS: University Press of Kansas. [ISBN: 978-0-7006-1526-1]

**Note: To jump start class discussions, you will also be reading summaries of specific Supreme Court cases that you can access online.**

**Reading, Assignments, and Exam Schedule**

September 5                      Civil Rights and Liberties: An Introduction

**Civil Rights****The Struggle for Equal Treatment: Race**

September 10                      Equal Protection and Jim Crow/Baseball and Truman/the Supreme Court and the Civil Rights Movement

*Plessy v. Ferguson (1896)*

*Brown v. Board of Education of Topeka (1954)*

*Brown II (1955)*

➤ Begin reading *Freedom Summer*

September 12                      *Freedom Riders* (DVD)

September 17                      *Freedom Riders* (DVD)

- September 18            Constitution Day talk/extra credit opportunity  
5:30-8:30 p.m. Student Center Auditorium
- September 19            Little Rock, Birmingham, and the March on Washington
- September 24            Civil Rights in Congress: Civil Rights Act of 1964  
The 1965 Voting Rights Act
- Heart of Atlanta Motel v. U.S. (1964)*  
                                  *Katzenbach v. McClung (1964)*  
                                  *Daniel v. Paul (1969)*  
                                  *South Carolina v. Katzenbach (1966)*  
                                  *Shelby County, Alabama v. Holder (2013)*
- September 26            *Eyes on the Prize—Mississippi: Is This America?* (DVD)
- October 1                 Group discussion on *Freedom Summer*
- October 3                 Group discussion on *Freedom Summer*
- October 8                 *Breaking the Huddle* (DVD)
- October 10                Affirmative Action
- Regents of the University of California v. Bakke (1978)*  
                                  *Adarand Constructors, Inc. v. Pena (1995)*  
                                  *Hopwood v. State of Texas (1996)—Court of Appeals for the*  
                                  *Fifth Circuit*  
                                  *Grutter v. Bollinger (2003)*  
                                  *Gratz v. Bollinger (2003)*  
                                  *Fisher v. University of Texas (2013)*
- October 15                Telling the Story of Civil Rights
- The Struggle for Equal Treatment: Gender and Sexual Orientation**
- October 17                Changing Judicial Perceptions of Gender Equality
- Goesaert v. Cleary (1948)*  
                                  *Reed v. Reed (1971)*  
                                  *Frontiero v. Richardson (1973)*  
                                  *Craig v. Boren (1976)*  
                                  *Orr v. Orr (1979)*  
                                  *Mississippi University for Women v. Hogan (1982)*



November 12 Privacy as Autonomy: The Freedom to Make Life Choices

*Meyer v. Nebraska* (1925)  
*Griswold v. Connecticut* (1965)  
*Roe v. Wade* (1973)  
*Webster v. Reproductive Health Services* (1989)  
*Planned Parenthood v. Casey* (1992)  
*Stenberg v. Carhart* (2000)  
*Gonzales v. Carhart* (2007)

## **Religious Freedom**

November 14 Free Exercise

*Reynolds v. U.S.* (1878)  
*Employment Division, Dept. of Human Resources of Oregon v. Smith* (1990)  
*Church of the Lukumi Babalu Aye v. City of Hialeah* (1993)  
*Wisconsin v. Yoder* (1972)

➤ Begin Reading *The Battle over School Prayer*

November 19 Religion in the Public Schools: A Brief History

*The Battle over School Prayer*, Chapters 1 and 2

November 21 Religion in the Public Schools: the Establishment Clause

*Everson v. Board of Education* (1947)  
*Engel v. Vitale* (1962)

*The Battle over School Prayer*, Chapters 3 and 4

November 26 The Regents' Prayer Case: People, Issues, Impact

*The Battle over School Prayer*, Chapters 5, 6, and 7

December 3 After *Engel*: Religion in the Public Schools

*Abington School District v. Schempp* (1963)  
*Lemon v. Kurtzman* (1971)  
*Stone v. Graham* (1980)  
*Wallace v. Jaffree* (1985)

*Lee v. Weisman (1992)*  
*Santa Fe Independent School District v. Doe (2000)*  
*Zelman v. Simmon-Harris (2002)*  
*Elk Grove Unified School District v. Newdow (2004)*  
*Epperson v. Arkansas (1968)*  
*Edwards v. Aguillard (1987)*  
*Kitzmiller v. Dover (2005) [federal district court case]*

*The Battle over School Prayer, Chapters 8 and 9*

December 5	Religion in Public Life		
	<i>Marsh v. Chambers (1983)</i> <i>Lynch v. Donnelly (1984)</i> <i>Allegheny County v ACLU (1989)</i> <i>McCreary County v. ACLU (2005)</i> <i>Van Orden v. Perry (2005)</i>		
December 10	Church and State in America—and Around the World		
December 12	Telling the Story of Civil Liberties		
<b>December 12</b>	<b>Directed Writing Assignment on School Prayer and Civil Liberties due in class</b>		<b>100 points</b>
<b>December 19</b>	<b>Exam II: Civil Liberties</b>	<b>1:30-3:00</b>	<b>100 points</b>

**Thoughtful participation enlivens class discussions. Contributing to discussions in an informed way provides an opportunity to earn extra credit that will factor into your final grade in the course.**

**Specific information regarding the directed writing assignments will be distributed separately.**

**Grading scale:**

375-400 pts.	A	94-100%
359-374	A-	90-93
347-358	B+	87-89
331-346	B	83-86
319-330	B-	80-82
307-318	C+	77-79
291-306	C	73-76
279-290	C-	70-72
267-278	D+	67-69
251-266	D	63-66
239-250	D-	60-62
Below 239	F	Below 60%

**Please be aware of the following Fall Semester 2013 dates:**

9/10/13	Last date to add courses via the web (a)
10/25/13	Last date to add courses with departmental authorization
9/13/13	Last date for 100% tuition refund (individual or total withdraw from term)
11/12/13	Last date for individual class withdrawal (with W grades) - no refund
9/30/13 (b)	Last date for 50% tuition refund (total withdrawal only) with W grades
10/25/13 (b)	Last date for 25% tuition refund (total withdrawal only) with W grades
12/12/13 (b)	Last date for total withdrawal from term (with W grades) - no refund
9/13/13	Last date to declare pass/fail grading option or select to audit a course
12/12/13	Last date to remove pass/fail grading option and receive letter grade

**Codes**

(a) Initial registration occurring on or after the Part of Term start date will incur a one-time \$135 late registration fee

(b) Date applicable only if student's classes are ALL within the same Part of Term and/or a later starting Part of Term

(\*\*) A written request must be faxed to the Office of Records and Registration at 734.487.6808 before midnight

**NOTE THIS INFORMATION WHICH YOU MAY FIND HELPFUL:**

**UNIVERSITY WRITING CENTER**

**115 Halle Library**

**(734)487-0694**

<http://www.emich.edu/uwc>

**FALL 2013 SYLLABUS TEXT**

The University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they're working on and their assignment sheet. The UWC opens for the Fall 2013 semester on Monday, September 9 and will close on Thursday, December 12.

The UWC also offers small group workshops on various topics related to writing (e.g., Organizing Your Writing; Incorporating Evidence; Revising Your Writing; Conquering Commas; Using APA or MLA). Workshops are offered at different times in the UWC. Visit the UWC page (<http://www.emich.edu/uwc>) to see our workshop calendar. To register for a workshop, click the link from the UWC page for the type of workshop you wish to attend.

The UWC also has several satellite sites across campus. These satellites provide writing

support to students within the various colleges. For more information about our satellite locations and hours, visit the UWC web site: <http://www.emich.edu/uwc>. The Academic Projects Center (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. The APC is open 11 a.m. to 5 p.m. **Mondays through Thursdays for drop-in consultations**. Additional information about the APC can be found at <http://www.emich.edu/apc>. Students visiting the Academic Projects Center or any of the satellites of the University Writing Center should also bring with them a draft of what they're working on and their assignment sheet.

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Completion of this course fulfills a requirement in the Perspectives on a Diverse World area/US Diversity. In the U.S. Diversity course, students will:

1. Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
  2. Explore the causes and consequences of social intolerance in the U.S.
  3. Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.
  4. Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.
  5. Develop an awareness of alternative values, views, and communication styles in the U.S.
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Objectives and Outcomes as they relate to this class:

1. To examine and increase awareness of the dimensions and complexity of diversity in American laws, institutions, and cultures. Inclusive in this objective is an exploration of the students' own cultural identities and how they relate to other cultural identities from a legal perspective. This course will also assist students in developing an awareness of alternative values, views, and communication methods as they relate to legal diversity issues.
2. To cultivate students' expertise in diversity issues in order to allow them to participate in credible discourse involving this subject and to objectively evaluate the origins and ramifications of diversity on an everyday basis as it relates to their own cultural identities. Additionally, students will develop an awareness of alternative values, views, and communication styles in the U.S.
3. To provide a forum for students to explore the ends, means, and consequences of diversity, including the causes and consequences of social intolerance in the U.S. In addition, students will learn methods of analysis and evaluation of this subject through assigned readings, case studies, and discussions that focus on the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.
4. To cultivate an appreciation for 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.

### **Note this statement from the university administration regarding academic dishonesty:**

Academic dishonesty, including all forms of cheating, falsification, and/or plagiarism, will not be tolerated in this course. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. Students also may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code details definitions of what constitutes academic dishonesty, but if you are not sure about whether something you are doing would be considered an act of academic dishonesty, consult with the course instructor.

**A Final Note:** Be aware that this classroom is not: an Internet café, a piano bar, a comfortable place to text, a place to snooze, or a place to do work for other courses. Class attendance matters, taking good notes—every day—is essential, required reading is *required*, papers and assignments cannot be “mailed in,” proper e-mail etiquette should be observed, proofreading is not a waste of time, a stapler is a good thing to have, and the university has printers.