

---

POS 222                      Section 22315                      Room HTA6                      Time: TTR: 1:00-2:15 p.m.

**INSTRUCTOR: KATHY HEDGES**

Department Phone: 623-845-3280 (leave message)

Telephone/ voice mail: 602-319-0736

E-mail: [kathy.hedges@gmail.maricopa.edu](mailto:kathy.hedges@gmail.maricopa.edu)**(Be sure to put POS 222 in the subject. Otherwise I won't open it.)**

Office hours: By appointment

**COURSE DESCRIPTION****POS 222 2 credits**



POS 222 fulfills U.S. Constitution requirements for teacher certification.

The Constitution of the United States is the starting point for any understanding of American government. We will study the Constitution's origins and underlying philosophy, how it regulates the power of the national government, and how it protects individual rights. Special attention will be paid to current constitutional controversies arising in the public schools. There are no prerequisites.

From time to time, revisions may be made to the course requirements specified in the syllabus. It is the responsibility of students who miss class sessions to find out whatever changes have been made. I will be using Blackboard, and will post all changes to the blackboard site.

The complete description can be found at the following website:

<http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20036&crs=pos222&inst=99>**REQUIRED TEXT**

- Monk, Linda. *The Words We Live By* (Hyperion, 2003)
- McClory, Toni: "Origins of the U.S. Constitution handout  
(Available on Blackboard)
- McClory, Toni, *At the Schoolhouse Gate: Student Rights Cases* (2003 ed.) [Available only at GCC Copy Center, the College Book Center across the street, or online.
- <http://staff.gc.maricopa.edu/%7Etmccclory/assignments/Schoolhouse.pdf>
- The following websites will be useful;
  - An interactive based on the text book.  
 <http://www.constitutioncenter.org/constitution/>
  - The Declaration of Independence  
 <http://www.ushistory.org/declaration/document/index.htm>
  - An Outline of the U.S. Constitution  
[http://www.lsu.edu/constitutionday/const\\_at\\_a\\_glance.pdf](http://www.lsu.edu/constitutionday/const_at_a_glance.pdf)

## **BLACKBOARD:**

The course will use blackboard for quizzes, assignments and updates. To get your login password and for information on how to use blackboard use the following website.

<http://www.maricopa.edu/blackboard/help.html>

### **For Help on Blackboard:**

The Student HelpDesk

<http://web.gccaz.edu/studenthelpdesk>

(623) 845-3555 x2

Assignments will be submitted on Blackboard as well. Use this site to learn how to submit assignments.

<http://media.atc.wpi.edu/Academics/ADLN/Orientation/assign.htm>

## **ATTENDANCE:**

This is a very short course, and attendance will be crucial to success. If you need to miss a class, notify the instructor of the circumstances by e-mail and check Blackboard for any changes or assignments. You may be dropped from the class if you have more than two absences.

Just as attendance is important, so is being here on time and remaining for the complete class. Announcements are frequently made at the beginning of a class period. If you are late it is your responsibility to get the announcements. I will also post any announcements on the Blackboard site. If you have a schedule that will make promptness an issue, you should talk to me so that we can assess the situation.

## **HOMEWORK:**

A study guide of "Talking Points" will be distributed the first two weeks of class. Although it will not be collected the quizzes in class will be open note, and you will be permitted to use it or any other notes you take on the quiz. Use your textbook and the handout, "Origins of the U.S. Constitution".

Homework to be collected:

Three practice packets will be collected on the assigned date. They will be submitted on line. The Key's will be available the day after the due date, so they will not be accepted late.

For the third homework, you will keep a log of the court cases assigned and discussed in class and submit it on the assigned date. It may be typed and submitted online or handwritten and submitted the day of the final. A format will be provided. Use the same online site or the copy center to access the text, At the Schoolhouse Gate, as a source or purchase it at the copy center.

## **CLASSROOM POLICIES**

The primary assignment in this course is to *keep up with the reading*. Because this class is on a very shortened schedule, attendance and timely work submissions are extra important. (Due dates for all assignments are indicated on the calendar below.) Late work will be only accepted online, and no later than one week after the due date. A 20% late penalty will be imposed. Please keep electronic or paper copies of all your work until the end of the semester as insurance against loss by you or me.

You will notice that each week has textbook chapters assigned with *Talking Points*. You should read the text and take whatever notes will prepare you to discuss the talking points. These will be the focus of class activities, and your preparedness and participation will impact your grade.

## INDIVIDUAL WORK

You will use a variety of sources for the work in this course, from text to reference to online sources. For all work, you must use your own words, and your own work. Work not in your own words will not be given credit. This means that you must read and condense information, and not merely retype the source. It also means that each student's work must be an individual effort.

## GRADES

Your final grade will be based on the following point system:

- 5 Quizzes: 50 points
- 3 class work packets: 25 pts ea (75 pts.)
- 1 court case journal: 25 pts
- 1 debate or Court case brief & presentation: 50 points
- Midterm=75 points
- Final exam = 100 points
- Extra credit = up to 25 points
- Optional Assignments: 50-100



Optional Assignments: Some optional assignments may be given, in which case, there is no penalty for failing to complete them, but completion will decrease the weight of tests on your grade.

The final grade will be assigned on a scale of: A = 90% points; B = 80% C = 70%; D = 60%; F = 59%. Quizzes: Quizzes will be open note and closely tied to reading. 5 Quizzes are required. The lowest quiz score will be dropped. Strong classroom participation will be credited in borderline cases.

## CLASS SCHEDULE


*This is a tentative schedule and is subject to change based on the needs of the class. Check Blackboard Announcements for changes.*

The following reading and writing assignments should be *completed* by the date indicated below:

-  Quizzes will be based on the readings in the textbook, or the websites listed with  symbol in front of them. I also suggest pages in Dr. McClory's publication which may help you simplify your reading.


## CONSTITUTIONAL ORIGINS AND THEORY

### **Mar. 3–Week 1. Introduction : Roots of the American Constitution.**

-  *Origins of the U.S. Constitution Pages 1-4.*

#### **The Declaration of Independence and Articles of Confederation**

-  <http://www.ushistory.org/declaration/document/index.htm>

-  *The Constitutional Convention & ratification debate*  
Monk, pp. 10-17, 121-126

### **Mar. 10 Week – 2. American roots of the Constitution**

**\*\*\* QUIZ on readings, This weeks and last.**

Separation of Powers, Checks and Balances, Rule of Law; Judicial Review, Republic

📖 Monk, pp. 23-25; 57-61 64-65; 90-92;; 190-198:

**For Clarification:** *Origins of the U.S. Constitution Pages 5 & 6, 17 & 18*

Amending the Constitution:

📖 Monk, pp. 112-117

📖 U.S. Constitution: Article V

### **Mar 12 Basic Features in the American Constitution**

\*Classwork packet due: Principles of Government

\*\*\***QUIZ on readings**

Federalism

📖 Monk, pp. 46-57; 104-111;

📖 U.S. Constitution: Article 4 & Article 6. Amendment 10

*For clarification: Origins of the U.S. Constitution Pages 7 & 8 (Expanding Power)*

### **Mar 17: Spring Break**

## **THE NATIONAL GOVERNMENT**

### **Mar 24 – 3. The Congress**

\*\*\***QUIZ on reading**

\*Classwork Packet #2 due: Federalism, Separated and Overlapping Power

📖 U.S. Constitution: Article 1

📖 Monk, pp 18-61 46-57 (again) 234-235

*For Clarification: Origins . . . .Pg. 9 & 10*

### **Mar. 31 Week 4–The Presidency**

\*\*\***QUIZ on readings**

📖 U.S. Constitution: Article 2

📖 *Origins . . . .Pg. 11 & 12*

*For Debate: Optional credit see assignment on Blackboard on the Electoral College*

📖 Monk, pp. 62-88 ; 201-204; 249-25;1 255-259

War Powers

📖 Monk, pp.53-55; 77-79

📖 War Powers Act: <http://www.luminet.net/~tgort/wpa.htm>

*For Clarification: Origins . . . .Pg. 13 & 14*

### **April 7-Week 5 -- MIDTERM**

### **April 14 Week 6 The Federal Courts**

THE JUDICIARY: Quiz on these readings next week

📖 *Origins . . . .Pg. 15-22*

U.S. Constitution: Article 3

The Federal Courts and the Power of Judicial Review

📖 Monk, pp. 89-103

Incorporation



for extra credit, read and complete an abstract on these articles.

[http://salempress.com/store/samples/us\\_court\\_cases/us\\_court\\_cases\\_incorporation.htm](http://salempress.com/store/samples/us_court_cases/us_court_cases_incorporation.htm)  
and

 [http://www.class.uidaho.edu/mickelsen/Media%20Readings/Incorporation\\_Doctrine.htm](http://www.class.uidaho.edu/mickelsen/Media%20Readings/Incorporation_Doctrine.htm)

## INDIVIDUAL LIBERTIES AND RIGHTS


**April 16 --**


**Optional Quiz: Judiciary Readings from Last week & today**

### **Intro to Bill of Rights**


#### **The Freedom of Religion**

Freedom of Religion: The Establishment Clause


 *Origins: p 23-27*

 *Monk, pp. 126-133; 224-216*

Freedom of Religion: Establishment Clause

 *SchoolHouse Gate: 15-38 (Read and Highlight key passages: not for quiz)*

- 2-15: Lee v. Weisman
- Santa Fe v. Doe


 *Monk, pp. 134-136*

Freedom of Religion: Free Exercise Clause

**April 21: Week 8--Freedom Of Religion And Free Speech**

**\*\*\*QUIZ on readings**

 *Origins: 27-28*

 *Monk, pp. 137-150*


Freedom of Expression: Unprotected Expression

(Schenck v. U.S. )(U.S. v O'Brien[1968])

Freedom of Expression: Protected Expression

 *Monk, pp. 238–251 (West Virginia State Board of Education v. Barnette (1943))*

Freedom of Expression in the Schools

 *SchoolHouse Gate: 15-38 (Read and Highlight key passages: not for quiz)*

1. *Tinker v. DesMoines*
2. *Bethel v. Fraser*
3. *Hazelwood v, Kuhlmeier*
4. *Morse v . Frederick*




## DUE PROCESS RIGHTS

**April 30& May 5 Due Process**

**Optional Worksheet Due: Bill of Rights**

**\*\*\*QUIZ**

*\*Use your textbook to address unfinished weeks cases for the final journal due Thursday.*

 *Origins: 28-30*

The Fourth Amendment and the Exclusionary Rule

Search and Seizure

📖 *Monk*, pp. 157-163

Other due process rights procedural v substantive)

📖 *Monk*, pp. 164-172 & 8<sup>th</sup> Amendment

📖 *The Fourth Amendment*

(*New Jersey v. T. L. O.* (1985) and *Board of Education v. Earls* (2002))

Due Process

(*Goss v. Lopez* (1975)) and Const., amends. 5 and 14

**May 7: Equality:** *Court Journals due today:*

📖 *Origins:* 31-32

📖 *Monk*, pp. 212-228

The Equal Protection Clause

(*United States v. Virginia* (1996))

\**Last Day to Submit Extra Credit*

**May 14:**

Final Exam: Computerized. Location to be announced.