**Course Description:** This class will present an overview of the different areas of law that might affect your lives on a day-to-day basis. It will provide an introduction to the structure and function of the legal system—with an emphasis on how the judicial branch responds to the creation of laws by the legislative branch and the implementation of laws by the executive branch. If you are hoping to attend law school, this class will offer an introduction to the vocabulary that lawyers and judges employ, and will acclimate you to topics covered during the first year of law school; even if you do not aspire to be an attorney, you will learn valuable information that just might come in handy someday!

**University/College/Departmental curricular requirements met:** This course can be used toward the American Government and Politics/Public Administration area of the Political Science major. Alternatively, it can be applied to meet the U.S. Studies component of the Upper-Level Distribution requirement of the College of Arts and Sciences curriculum.

**Program level learning objectives that the course supports:** Students will gain basic knowledge of, understanding of, and the ability to apply, political science principles.

**Central learning objectives that the course supports:** The central learning objectives of this course are as follows: 1) to provide the student with the fundamental facts and concepts about the background and structure of the legal system in the United States; (2) to provide the student with a proper context within which to critically analyze past, current, and future legal, political, and cultural issues; (3) to explore how the various categories of law interact, affect, and are affected by each other.

**Required instructional technology:** None. However, please note that Supreme Court cases can be found on the following websites: www.oyez.org (brief summary); www.law.cornell.edu (medium length summary); www.findlaw.com/casecode/supreme.html (full opinion)

**Student assessment and evaluation methods:**

<table>
<thead>
<tr>
<th>Course Element</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>25%</td>
</tr>
<tr>
<td>Case briefings</td>
<td>25%</td>
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<tr>
<td>Final examination</td>
<td>25%</td>
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</tbody>
</table>

**Attendance and participation:** Regular attendance is expected. Please email the instructor if extenuating circumstances will mandate prolonged absence. No set formula is used to reduce a student’s grade simply based on number of absences, but obviously, class participation is impossible if a student is not present. Participation grades will be based on a student’s effort to engage in discussion over the legal issues presented. Public speaking is an essential component of studying and practicing law, and thus students will be rewarded for making an effort to verbalize facts, legal issues, and rationales associated with the legal issues and the court cases that we will confront. Quality of participation will be taken in account, in addition to quantity.

**Examinations:** The format for the mid-term and the final exams will be identical. There will be a section of multiple choice questions, a section of short answer questions, and a section of “case identifications,” which will involve recognizing key components of specified cases. Each exam also will have a take home component, in which students analyze a hypothetical legal scenario. Under special circumstances, make-up exams will be offered. If such circumstances arise, please contact the instructor as far in advance as is feasible.

**Case briefings:** Ten case briefings will be required. These involve a summary of facts, legal issues, and decisional rationales. A sample of the required format is posted on the course Blackboard site. Late submissions are not accepted, just as in the “real world” of law.

**Grading scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A -</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B +</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B -</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C +</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 -76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
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</table>
Topics and Assigned Readings (boldfaced cases are covered in greater detail):

**Week 1:**
Review of the Institutions of Government / Foundations of Law / Types of Courts
a. Chapters 1 and 2
b. *Mattox v. Tennessee; Marbury v. Madison*

**Weeks 2-3:**
The Fourth Amendment: Search and Seizure
a. Chapter 10, pages 344-354; 98, 102-103
b. Trespass: *U.S. v. Jones* (GPS Case); *Florida v. Jardines* (Dog on the Porch)
c. Car Stops: *Delaware v. Prouse* (Getting Pulled Over); *Illinois v. Caballes* (Drug Dog by the Car); *Missouri v. McNeely* (DUI Blood Test)
d. Exigent Circumstances: *Kentucky v. King* (Flushing Drugs Down the Toilet)
e. Expectations of Privacy: *Winston v. Lee* (Bullet in the Neck); *Safford v. Redding* (Strip Search for Ibuprofen); *Vernonia v. Acton* (Drug Testing); *Kyllo v U.S.* (Infrared Beams); *Bond v. U.S.* (Drugs on a Bus)
f. Reasonable Suspicion: *Terry v. Ohio* (The ‘Pat Down’)

**Week 4:**
The Second Amendment and Gun Control Laws
a. Chapter 3, 97, 102-103, 143, 197-198
b. *D.C. v. Heller; McDonald v. Chicago; U.S. v. Miller* (1939); *Beard v. US* (1895)

**Week 5:**
Torts and Civil Procedure: Jurisdiction, Negligence, and Punitive Damages
a. Chapter 5; Chapter 9, pages 312-325
b. *Goodyear v. Brown; Murphy v. Steeplechase; Hustler v. Falwell; Wilson v. Layne*

**Week 6:**
The First Amendment and the Free Exercise of Religion / The Establishment Clause
a. Chapter 3, pages 92-94
b. Drug Use: *Gonzales v. O Centro Espirita; Arizona v. Hardesty* (“Marijuana Church”)
c. Religion and Schools: *Engel v. Vitale; Abington v. Schempp; Lemon v. Kurtzman; Edwards v. Aguillard; Santa Fe v. Doe*
d. Religious Displays: *McCreary County v. ACLU; Van Orden v. Perry; Allegheny v. ACLU*

**Weeks 7-8:**
The First Amendment and Freedom of Speech
a. Chapter 3, pages 94-96
c. Fighting Words: *Cohen v. California*
d. Obscenity: *Miller v. California; FCC v. Pacifica*
e. Public / Private Forums: *Frisby v. Schulz; International Society For Krishna v. Lee*
School Settings: Tinker v. Des Moines; Hazelwood v. Kuhlmeier; Morse v. Frederick

Midterm Exam: Thursday October 17th

Weeks 8-9:
Equal Protection Under the Law: The 14th Amendment
a. Chapter 11, pages 407-422
c. Gender: U.S. v. Virginia; Mississippi Univ. for Women v. Hogan; Craig v. Boren
d. Affirmative Action: Bakke v. U.C. Davis; Grutter v. Bollinger; Gratz v. Bollinger
e. Same Sex Marriage: Hollingsworth v. Perry; U.S. v. Windsor

Week 10:
Family Law, Privacy Rights, and the 9th Amendment
a. Chapter 8 (all)
b. Griswold v. Connecticut; Roe v. Wade; Planned Parenthood v. Casey; Lawrence v. Texas

Week 11:
a. Chapter 7 (all); Chapter 6, pages: 207-208, 222-229

Week 12:
Government Power and the Constitution
a. Chapter 11 and Chapter 12
c. Bureaucratic Power: Gonzales v. Oregon
d. Congressional Power: U.S. v. Lopez; Gonzales v. Raich; The 2012 Health Care Case

Weeks 13-14:

Criminal Law
a. Chapter 4

Criminal Procedure Protections (Fifth and Sixth Amendments)
a. Chapter 10, pages 355-385
b. Gideon v. Wainwright; Miranda v. Arizona; Maryland v. Shatzer; Berghuis v. Thompkins
Additional Information:

**Key Dates:**
Midterm: Thursday October 17th
Final Exam: Thursday December 12th, 8 AM
Case Briefs Due: Friday December 13th, 5 PM, via email

**Academic Integrity**
All rules concerning academic honesty as set out in the current edition of *Hilltopics* will be enforced. Particular attention should be paid to the section on plagiarism. Students are reminded of their obligation to abide by the UTK Honor Code: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**Disabilities that Constrain Learning**
Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

**The Student’s Role in Improving Teaching and Learning through Course Assessment**
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

**University Civility Statement**
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/).

**Communication of Announcements**
Announcements will be sent via e-mail to students’ official UTK e-mail addresses and/or posted on Blackboard. Students are responsible for monitoring their UTK e-mail account and the course Blackboard site.
Alteration of this Syllabus
The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Blackboard of any such revisions.

Key Resources For Students

- Political Science Department Website: [http://web.utk.edu/~polisci/](http://web.utk.edu/~polisci/)
- Academic Planning: [http://www.utk.edu/advising](http://www.utk.edu/advising)
- Arts and Sciences Advising Services: [http://artsci.utk.edu/advising/](http://artsci.utk.edu/advising/)
- Student Success Center: [http://studentsuccess.utk.edu](http://studentsuccess.utk.edu)
- Undergraduate and Graduate Catalogs: [http://catalog.utk.edu](http://catalog.utk.edu)
- Hilltopics: [http://dos.utk.edu](http://dos.utk.edu)
- Course Timetable: [https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched](https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched)
- Library: [http://www.lib.utk.edu](http://www.lib.utk.edu)
- Career Services: [http://career.utk.edu](http://career.utk.edu)