

Eastern Illinois University
Revised Course Proposal
PLS 4853, The Supreme Court

CGS Agenda Item 16-37 Effective Spring 2017
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Banner/Catalog Information (Coversheet)

1. ____ New Course or x Revision of Existing Course

2. Course prefix and number: PLS 4853

3. Short title: The Supreme Court

4. Long title: same as above

5. Hours per week: 3 Class 0 Lab 3 Credit

6. Terms: ____ Fall x Spring x Summer ____ On demand

7. Initial term: ____ Fall x Spring ____ Summer Year: 2017

8. Catalog course description:

An analysis of the Supreme Court as a political and legal institution, with emphasis on the decision-making of the Justices in recent Court decisions.

9. Course attributes:

General education component: NA

____ Cultural diversity ____ Honors ____ Writing centered ____ Writing intensive
____ Writing active

10. Instructional delivery

Type of Course:

 x Lecture ____ Lab ____ Lecture/lab combined ____ Independent study/research
____ Internship ____ Performance ____ Practicum/clinical ____ Other, specify:

Mode(s) of Delivery:

 x Face to Face x Online ____ Study Abroad

____ Hybrid, specify approximate amount of on-line and face-to-face instruction:

11. Course(s) to be deleted from the catalog once this course is approved.

 None

12. Equivalent course(s): NA

a. Are students allowed to take equivalent course(s) for credit? ____ Yes x No

13. Prerequisite(s): Three semester hours in public law or permission of the instructor; these include PLS 2513, PLS 3513; PLS 3523; PLS 3543; PLS 4774; PHI 3070; JOU 4771; HIS 3600G; HIS 4910

a. Can prerequisite be taken concurrently? ☒ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? No; passing the class is sufficient

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s):

None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: N/A

b. Degrees, colleges, majors, levels, classes which may not take the course: N/A

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software ☐ None _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective: In the Pre-Law Minor, students must take one of the following: HIS 4910, JOU 4771, PLS 4774 or PLS 4853. At the major level, PLS 4853 may be used to meet the Field Requirements hours in the Political Science (B.A.) degree and to meet the Public Law & Political Theory requirement in the Political Science with International Studies Option (B.A.) degree. At the graduate level, PLS 4853 may count towards the Master of Arts in Political Science.

2. **Rationale for proposal:** This course is a revision of the existing PLS 4853 course, updating the title, the course language, and allowing for on-line delivery. The online version of this course will allow added scheduling flexibility for undergraduate and graduate students, and is beneficial for the development of an on-line M.A. option for Political Science students.

3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: Students are expected to have some prior knowledge of constitutional law and some previous experience reading Supreme Court opinions. This course will build on the foundation knowledge learned in a public law class listed above on page 1, part 13. Students are more likely to be successful in PLS 4853 if they have taken and passed one of the courses above.
Co-requisites: N/A
Enrollment restrictions: N/A
Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: The online version of this course will allow added scheduling flexibility for undergraduate and graduate students, and is beneficial for the development of an on-line M.A. option for Political Science students.
Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a seminar room. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. They can also arrange a face-to-face meeting with the instructor if necessary. Research paper presentations in the on-line version of the class may either by synchronous or asynchronous video presentations, or voice-over PowerPoint presentations, with opportunity for critique and feedback from classmates and the instructor.

Integrity: The integrity of student work will be assured through repeated writing assignments. Given that students often have signature writing styles or voices, having someone else submit a single assignment will be evident to the instructor. In addition, all assignments are checked through on-line mechanisms for plagiarism. Academic honesty is addressed in the syllabus.

Interaction: Instructor-student and student-student interaction will be promoted through a variety of means, including (but not limited to) the LMS discussion board, email, feedback on individual assignments, peer review, and online chats. Faculty are also available to meet students via phone conversation or on campus for a face-to-face meeting.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 4853/The Supreme Court
2. Catalog description: An analysis of the Supreme Court as a political and legal institution, with emphasis on the decision-making of the Justices in recent Court decisions.
3. Learning objectives:

Students will be able to ...

 - a. Understand, analyze, synthesize and apply models about the structure, operation and function of the American legal system. (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; G1/content knowledge, G2/critical thinking, G3/communication)
 - b. Understand, interpret and critique major Supreme Court cases interpreting the U.S. Constitution. (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; RC-1, RC-2; G1/content knowledge, G2/critical thinking, G3/communication)
 - c. Gather, understand, interpret, critique and apply relevant scholarly sources, information and data to understand current legal issues that are pending before the Supreme Court but have not yet been decided. (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - d. Engage with diverse ideas, individuals, groups and cultures by examining the range of interest groups supporting the parties to the cases pending before the Supreme Court (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; RC-1, RC-2, RC-4; G1/content knowledge, G2/critical thinking, G3/communication)
 - e. Read, interpret, and construct tables, graph, and other data representations related to the Supreme Court. (QR-1, QR-2, QR-3, QR-4, QR-5, QR-6; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - f. Communicate ideas, research, and analysis using critical writing skills by writing effectively on the above topics. (WR-1, WR-2, WR-3, WR-4, WR-5, WR-6, WR-7; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - g. Prepare, deliver and critically evaluate presentations on research and analysis in formal and small-group settings. (SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, SL-7; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
4. Course materials.

The Supreme Court, 11th edition, by Lawrence Baum; *A Matter of Interpretation*, by Antonin Scalia (1997); *Constitutional Law for a Changing America: Rights, Liberties and Justice*, 9th edition, by Lee Epstein and Thomas G. Walker (2016) (selected portions only); and *Constitutional Law for a Changing America: Institutional Powers and Constraints*, 9th edition, by Lee Epstein and Thomas G. Walker (2016) (selected portions only). Additional readings will be assigned from *ScotusBlog.com* and other sources.

5. Weekly outline of content.

Weeks 1-5:

- Introduction to the Supreme Court
- Understanding the Supreme Court as a legal and political institution
- Philosophies of constitutional interpretation
- Getting to know the Justices on the current Supreme Court

Week 6:

- Examination of the constitutional cases pending before the current term of the Supreme Court, and selecting, as a group, 7 to study in-depth

Weeks 7-13:

- Examination of 7 pending Supreme Court cases, including the arguments raised by the parties and interest groups on each side. One case will be examined per week.

Weeks 14-15

- Research Paper Presentations

Week 16:

- Final Exam

6. Assignments and evaluation, including weights for final course grade.

Undergraduate	Graduate
Weekly Reaction Papers, worth 20%	Weekly Reaction Papers, worth 20%
Final Exam, worth 20%	Final Exam, worth 20%
Research Paper, worth 20%	Research Paper, worth 25%
Paper Presentation, worth 10%	Paper Presentation, worth 10%
Class participation, worth 30%: students will substantively participate and engage in class discussion, either face-to-face, or through the class discussion board. Discussions will focus on applying readings, critical feedback and peer review, and asking questions. Guidelines for discussion will be provided.	Class participation, worth 25%: students will substantively participate and engage in class discussion, either face-to-face, or through the class discussion board. Discussions will focus on applying readings, critical feedback and peer review, and asking questions. Guidelines for discussion will be provided.

7. Grading scale.

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

8. Correlation of learning objectives to assignments and evaluation.

	Reaction Papers 20%	Exam 20%	Research Paper 20%(UG)/25%(G)	Paper Presentation 10%	Class Participation 30%(UG)/25%(G)
3a/understand legal system (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; G1/content knowledge,	X	X	X	X	X

G2/critical thinking, G3/communication)					
3b/understand the Court cases (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; RC-1, RC-2; G1/content knowledge, G2/critical thinking, G3/communication)	X	X	X	X	X
3c/understand pending legal issues (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)	X	X	X	X	X
3d/examine interest groups (CT-1, CT-2, CT-3, CT-4, CT-5, CT-6; RC-1, RC-2, RC-4; G1/content knowledge, G2/critical thinking, G3/communication)	X	X	X	X	X
3e/interpret data (QR-1, QR-2, QR-3, QR-4, QR-5, QR-6;	X	X	X	X	X

G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)					
3f/write effectively. (WR-1, WR-2, WR-3, WR-4, WR-5, WR-6, WR-7; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)	X	X	X	X	X*
3g/deliver presentation (SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, SL-7; G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)				X	X**

*on-line version of course only

**traditional course only

Date approved by the department or school: February 29, 2016

Date approved by the college curriculum committee: March 4, 2016

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: March 10, 2016 CGS: