

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Is the course being proposed for the Liberal Learning Core? Yes X No

1. Title of Course: **The Supreme Court In American Politics**

Proposed Course Number (cleared with Registrar): **GOVT 240**

Prerequisite Courses: **None**

If the minimum acceptable grade in a prerequisite course is greater than the default of D-, indicate the grade required _____ and state the reason for requiring this minimum grade (consider consistency across the department): **None**

Catalogue Description (including credits, lecture, and lab hours): **3-3-0**

This course provides an examination of the United States Supreme Court as a political institution and as the custodian of the American system of government. The history of the court and its role in the federal judicial process is reviewed, and individual cases are examined to analyze developments in constitutional interpretation, federal-state relations, and individual rights and liberties. The course will highlight the individual philosophies of justices and how the dynamics of the court shift over time.

Is the course cross-listed? If so, what is the number of the other course? **N/A**

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course will serve majors in political science or non-majors interested in the history and politics involved in the legal process of case review at the United States Supreme Court. It will fill a gap in our department curriculum as the Department of Government and Public Affairs has courses on Congress and the Presidency, but has not yet developed a course about the highest level of the third branch of government, the US Supreme Court.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation. **N/A**

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

This course will be offered Spring 2007 as a GOVT 295 special topics course.

5. Has this course, or one closely related to it, been offered at CNU previously? **No**
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered? **N/A**

6. What is the anticipated enrollment per offering for the next three years? **_30_**

During which term will this course first be offered?

Fall 20__ Spring 2008 **_X_** Summer 20__

During which semesters will this course regularly be offered?

Fall 20__ **Spring 2008 and every Spring thereafter** Summer 20__

Print in the **__07-08__** (academic year) Undergraduate Catalog.

7. How will the course be staffed?

This course will be taught by Dr. Peter M. Carlson, Associate Professor

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain. **No**

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses) **No**

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry **__Identity, Institutions and Societies (IIS)__**

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

This course will delve into the inner workings of the U.S. Supreme Court and examine

how

this juridical body has influenced all aspects of American society. The Court's decision-making process will be reviewed and the course of study will highlight how politics impact key decisions. Students will be expected to critically evaluate how social forces shape this Court, and how the Court, in turn, shapes society.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

**Do Not
Concur****

Department(s): (1) _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
(2) _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Learning Council: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
CLAS Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
LSoB Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

***** If "Do Not Concur" is checked, please attach a statement of explanation.***

CHRISTOPHER NEWPORT UNIVERSITY
COLLEGE OF LIBERAL ARTS AND SCIENCES
DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS

DRAFT COURSE SYLLABUS DRAFT

The Supreme Court In American Politics
GOVT 240
Spring 2007

Professor: Dr. Peter M. Carlson

Office: Ratcliffe 245

Office Telephone: (757) 594-7874 or Government Office (757) 594-7469

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Course Description of GOVT 240 and Statement of Purpose

This course provides an examination of the United States Supreme Court as a political institution and as the custodian of the American system of government. The history of the court and its role in the federal judicial process is reviewed, and individual cases are examined to analyze developments in constitutional interpretation, federal-state relations, and individual rights and liberties. The course will highlight the individual philosophies of justices and how the dynamics of the court shift over time.

Required Text

Storm Center. The Supreme Court In American Politics. 7th Edition (2005). David M. O'Brien. (New York: W. W. Norton and Company Publishing).

Learning Objectives

By the end of this course, students will have:

- ◆ gained factual knowledge;
- ◆ improved communication skills, orally and in writing; and
- ◆ learned to analyze and critically evaluate information and opinions.

General Course Requirements

Academic Expectations: Written assignments and class discussions will demonstrate original critical thought, relate to the subject of discussion, and focus on understanding relationships and concepts. It is important to respect each other's opinion and to display civility to others. All students will be made to feel comfortable in the academic environment of intellectual inquiry, and able to fully participate in all discussions. Each student will accept that each of us may offer a unique and diverse opinion, and all within the community of learning are expected to offer their thoughts and issues for meaningful discussion that will positively contribute to their learning experience.

All assignments will be turned-in on or before the assigned due dates. Those assignments that are turned-in late, but within seven days of the assigned due date, will be penalized one full grade (10%). Assignments will not be credited after seven days.

Quality of Presentation: Written and classroom presentations will reflect the student's best effort in terms of content development, comprehension of the material, and be offered in a quality manner. Written assignments will be typed and be accurate in terms of spelling, punctuation, and grammar. Please proofread all work.

All formal written assignments will be properly cited and are to reference all material utilized in student research. *Students are expected to research and cite texts and journal articles for all written assignments.* This is to demonstrate that you have reviewed the pertinent literature related to the subject.

Preparation: Each student will read the assigned chapters of the required O'Brien text prior to the week in which it is assigned. This will provide each individual with a baseline of information and greatly facilitate classroom discussion. While the class schedule is intended as a tool to help organize your study, it may be modified by the professor.

Specific Assignments

Midterm and Final Examinations: These examinations each, respectively, cover one-half of the semester. Readings, lectures, guest speakers, and student presentations serve as the cognitive base for evaluation. It is recommended that students understand the concepts identified by the text's learning objectives and discussion/review questions highlighted at the introduction to each section of the book. The examinations may be true/false, multiple choice, fill-in blanks, match columns and/or essay questions.

Quizzes: Throughout the semester, the instructor will utilize quizzes to ensure students are keeping up with the reading and assimilating text material.

Other Formal Written Assignments: The instructor will assign topical papers throughout the semester. Please insure you prepare these short papers utilizing outside sources beyond our textbook as you research the topic.

Presentations: Each student learner will be required to join one other student and prepare a fifteen (15) minute presentation of a chosen subject. The subjects will be chosen from the alternatives offered by the professor and will be presented on the date assigned. The presentation will be made in class and it is strongly suggested that the two presenters utilize hand-outs and audio-visual support. It is expected that presenters will cite texts and experts in the field to enhance the logic and credibility of their presentation. Presentations are not to be read; please focus on a professional presentation. *On the day of the presentation, each team of two students is to provide the instructor with a typed outline of their material and a list of research citations that are referenced in the verbal presentation.*

Term Paper: This written, eight-page (8) document should be prepared using the Professional Writing Model (see instructor's web page reference) and must use formal citations for reference material. Please list all sources in a Works Cited final section of the paper. Your independent research may include, but is not limited to, readings in the field, Internet sites, or interviews. External research must be presented. It is strongly recommended that students not over-utilize Internet sources; academic and scholarly journals are preferred. The term paper must be ten-pages excluding the title page and works cited page. Each paper must be double-spaced with margins not exceeding 1.25 inches and utilize a standard 12-point font. Please paginate your paper. All direct quotes of other's words must be enclosed in quotation marks and the source immediately cited. All indirect quotes (paraphrasing or summarizing the ideas of others) are also to be cited. Willful violation of this integrity issue may result in course failure and/or other disciplinary action. *Paper topics are the option of each student, but must directly relate to the course work and be pre-approved by the professor.* Grading will relate directly to the quality of the paper in terms of critical thinking, analysis, research documentation, original thinking, spelling and grammar.

In-Class Engagement: It is expected that all students will participate fully in class discussion and small work-groups. In any community of learning, the group can only benefit to the extent that each student joins in and engages others. Students are expected to be able to respond to the professor and each other in discussion of assigned readings.

Grading

Grades are determined by several factors and are based on individual performance.

Attendance: Students are expected to attend classes. Classroom discussion and information sharing are key to understanding this material and deficiencies will reduce a student's final grade. Late arrival and early departure can be disruptive to the classroom and are a negative consideration as one earns a grade throughout the semester.

Grading Percentages:

Midterm and Final Examinations	15% each	30%
Topical Papers		20%
Quizzes		10%
Presentation		10%
Term Paper		20%
Attendance/Participation		<u>10%</u>
	<u>Total</u>	100%

Grading Scale:

90% or better will receive an A

80% to 89% will receive a B

70% to 79% will receive a C

60% to 69% will receive a D

59% or below will receive an F

The bell curve will not be used for grading. All grades may be modified by a plus (+) or minus (-) depending on how high or low the final score rests within the scoring range.

Submission of Work: Student presentations and term papers are to be submitted on time. Late material will be penalized as noted in General Course Requirements. Make-up exams will only be given in verified emergency circumstances.

Opportunities For Extra Credit: The instructor may offer special opportunities to attend related criminal justice programs on campus. These are entirely optional, but are encouraged and will offer each student one-percentage point added to the final course total for each program attended.

Administrative Information

Drop/Add or Withdrawal: January 19, 2007 is the last date to drop/add. March 26, 2007 is the last day to withdraw without grade penalty.

Disability: If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Student Union Room 3125 (Telephone 594-8763; Fax 594-8765).

Petition For Grade Reconsideration: In the event a student receives a grade in this course that he or she believes does not properly reflect the quality of the work, the student is invited to write to the professor and detail the concern.

The Honor Code

"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic

community, I am committed to creating an environment of respect and mutual trust."

Under the Honor Code of Christopher Newport University, it is expected that all members of the University community will demonstrate honesty and integrity in their conduct. Intentional acts of lying, stealing or cheating are violations of the Code that can result in sanctioning.

Each member of the University community is responsible for upholding and enforcing the Honor Code. The system cannot function unless each member of the University community takes actions when he or she believes that any person may have violated the Honor System.

Learning takes place through individual effort; achievement can be evaluated only on the basis of the work a student produces independently. A student who seeks credit for work, words and ideas that are not the product of the student's own effort is dishonest. Such behavior infringes on the Honor System and can result in severe penalties ranging from failure on the assignment or the course to dismissal from the University.

Misunderstanding of the system will not be accepted as an excuse for dishonest work. If a student is in doubt on some point with respect to the student's work in a course, the student should consult the instructor before handing in the work in question.

CNU Writing Center

All writers can benefit from another's response to their work. Students are encouraged to visit the Alice Randall Writing Center off the main lobby of Ratcliffe Hall. Consultants in the Center are able to help you at any stage of the writing process including assistance with the creation of a theme, development of ideas, and the polishing of the final draft. While the student consultants are not there to do your work for you, they are always quite helpful in assisting you. You may contact the Writing Center at 594-7684 or at their web site <http://www.cnu.edu/wcenter>.

Meeting With The Professor

Please keep in mind that I believe that my role in the educational process is to help you in any reasonable manner. I will move mountains to assist any student as long as the student is making an effort to read, understand, and analyze the course material. In other words, I believe teaching is a two-way street and we will each gain from the others that join our journey of discovery.

Faculty and staff at CNU sincerely want you to succeed in your academic endeavors; therefore, I may notify the Academic Advising Center if any student seems to be having problems with this course. Someone may contact you to help you determine what help you may need to succeed. If I make this referral, you will be sent a copy of the referral form.

Students are invited to stop by the professor's office, e-mail, or call if any assistance is needed or additional information/advice is sought. Informal contact is often helpful to clarify any issue or concern, and I am available at all scheduled office hours or any other mutually convenient time.

GOVT 240 Spring 2007
The Supreme Court in American Politics

Dr. Peter M. Carlson
CLASS SCHEDULE AND ASSIGNMENTS

Week of January 15

Course Overview

Students to acquire text

Introduction to the United States Supreme Court

Chief Justice John Marshall and Judicial Review

Read Chapter 1, pages 1-31

Assignment #1 due Wednesday, January 17. Write a two-page paper about you – who you are, what you believe, why you are at CNU. Provide an overview of your educational or career goals, and how you expect CNU to contribute to your goals. Please include any personal information you care to share.

Week of January 22

Today's Supreme Court

Read the Constitution of the United States

Assignment #2 due Wednesday, September 3: Write a three-page paper in which you provide a paragraph description of each justice of the Supreme Court. Explain each justice's background and judicial philosophy. Remember to utilize outside research as you prepare this paper, and cite your work!

Week of January 29

The Cult of the Robe

Read Chapter 2, pages 32-72 and the Bill of Rights

Week of February 5

The Cult of the Robe (continued)

Read Chapter 2, pages 73-104

Assignment #3 due Wednesday, February 7: Write a two-page paper discussing any of the nominees for the Supreme Court who have had their nomination rejected, postponed, or withdrawn because of Senate opposition. Critically analyze the political context of the period and why your chosen nominee was deemed to be not acceptable. Give your opinion as to whether or not you believe the Senate's decision was fair and just, and explain your logic. Cite your work!

Week of February 12

Life in The Marble Temple

Read Chapter 3

QUIZ #1 this week.

Week of February 19

Deciding What to Decide

Read Chapter 4, pages 164-190.

Assignment #4 due Wednesday, February 21: Quoting our text, "Even when the Court has jurisdiction over a properly framed suit, it may decline to rule because it decides that a case raises a political question that should be resolved by other branches." Is this reasonable? Is this a good policy? Is it consistently applied? Please research these questions, and provide your informed opinion about this policy in a two-page paper...and provide an example of such a non-decision that has been made in the last ten years.

Week of February 26

Deciding What to Decide (continued)

Read Chapter 4, pages 191-233

Midterm Exam this week.

Week of March 5

SPRING BREAK - NO CLASS THIS WEEK.

NO ASSIGNMENTS DUE THIS WEEK (this professor must be easy)

Week of March 12

Chief Justice Earl Warren

The Warren Years

Week of March 19

Associate Justice Thurgood Marshal

The Politics of Segregation in America

Five Jim Crow Schools and Five Cases

Assignment #5 due Wednesday, March 21: Even after Brown v Topeka Board of Education was decided, the schools of America were extremely slow to be integrated. Write a two-page paper analyzing if the Supreme Court should have ruled that school districts should have been immediately integrated.

Week of March 26

Chief Justice William Rehnquist

The New Conservative Years

Term Paper due Friday, March 30

Week of April 2

Deciding Cases and Writing Opinions

Read Chapter 5, pages 234-276

Week of April 9

Deciding Cases and Writing Opinions

Read Chapter 5, pages 277-312

Quiz 2 this week

Week of April 16

The Court and American Life

Read Chapter 6, Pages 313-343

Assignment #6 due Wednesday April 25: A judge's philosophy reflects one's approach to judicial decision-making. This clearly reflects the political views of the Justices of the Court. Who the President nominates to the Supreme Court can shift the center of power on the Court. Write a two-page paper analyzing the recent developments within Supreme Court politics and provide a prediction of the Court's future.

Week of April 23

The Court and American Life (continued)

Read Chapter 6, Pages 344-369

Week of April 30

Final Exam

Department __GOVT__

Course Number __240__

Course Name: The Supreme Court In American Politics

Check box for Honors course consideration ☐

Submission Checklist

Proposal ____

Syllabus ____

UCC Proposal for new course ____

AREA OF INQUIRY

IDENTITY, INSTITUTIONS AND SOCIETIES

This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

DEADLINE FOR PROPOSALS: **1 October 2006**

Please answer the following questions:

Check Only One:

◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

X This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information of the curriculum point person for the department administering this course.

Dr. Michelle Barnello, Assistant Professor

2. In any given semester, how many sections of this course is your department willing to offer?

Two

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course will examine the role of the United States Supreme Court as a political institution.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.
 - X a.)** Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)
 - X b.)** Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies
 - X c.)** Identify an institutional or societal structure (or structures) and its (or their) influence on individuals
 - ◇ d.) Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)
 - ◇ e.) Recognize the influence of societal or cultural context on self and others as individuals
 - ◇ f.) Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses each objective checked in #4. Be sure to indicate the objective by its letter. A course may cover more than three objectives.

Objective a: The Supreme Court considers and responds to the questions of Constitutional significance raised by American citizens. The Court renders significant decisions that affect our relations with other sovereign nations, the institutions of government and our individual citizens. This course will examine how these decisions are made and how the decision process is impacted by the American political structure.

Objective b: Every decision made by the United States Supreme Court has an enduring impact on all citizens of our nation and the structure of the government process that impacts the American people. This course will review how this occurs and explicitly review some key cases of American jurisprudence.

Objective c: The Federal judiciary has a huge effect on the daily lives of American citizens. As the lead player in the judicial system, the Supreme Court has immense power over every citizen in our society. This course will study the role of the Court in establishing laws and precedent in our democratic society.

6. Course Assessment: Check below how this course will accomplish the objectives in #5 (choose at least one).

X◇ Participating in class discussion and debate

X◇ Engaging in teamwork and other collaborative exercises

X◇ Writing analytical or evaluative papers, perhaps incorporating original research

X◇ Making oral presentations

◇ Creating an artistic product or a performance

- ◇ Participating in fieldwork
- ◇ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.
8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan
<http://www.cnu.edu/Vision2010>

This course ties to Vision 21 in several important ways. In relation to Priority I, “A Vital Curriculum,” we are asked in Goal A to provide an intellectually challenging and dynamic liberal-learning curriculum. In Goal B, we are charged with supporting learning that cultivates critical and innovative thinking. This course is designed as an Area of Inquiry (IIS) course at the 200 level...to develop student ability to analyze and consider the basis for decisions made by the United States Supreme Court. It is important for our students to grasp the concept of the rulings, but also to understand the how and why behind the decisions. The political aspect of the Court is key to understanding the later and we will focus on how these decisions are developed.

This course also engages Priority II intent of developing a culture of student learning and engagement. Goal C in this arena seeks to sustain and promote such a climate at our university. This course will not only be fun as students develop the ability to understand the politics of Court process and decisions, but will help students assimilate the significant facts behind the ultimate decision and power of the justices.