

A Quick Constitutional Review of: Discrimination

Longwood University

Professional Studies *Non-Credit* Class

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Class Description:

Discrimination has long been an issue in American politics and society. While America has come a long way in its views of those that are different, movements such as Black Lives Matter and #MeToo show that we still have a long way to go. Participants in this course will use case law to explore the Constitutional history of the 14th Amendment as it applies to various groups of American citizens. This course will focus on cases focusing on African-Americans, Women, Ethnic and Religious Minorities (Hispanic, Asian and American Indian; as well as Mormons, Santerias, Jews and American Indians), and Sexual Minorities (gays, lesbians, and transgendered).

Class Overview:

You will explore a variety of legal concepts and court cases that will help you and your students understand the LEGAL arguments the Supreme Court has made regarding Civil Rights and Liberties. As you will note some of these arguments have changed over time. In addition to case summaries, you will receive links to various public domain videos and lesson plans designed to help you teach law to your students. These videos were created by C-SPAN and The Annenberg Foundation, as well as a few fun ones from YouTube. Lesson ideas will be discussed, and participants will develop their own lesson as well as compile a bibliography of additional resources to share with other participants in this class (and with me, as I am sure you will find many interesting and useful resources that I did not find). This class focuses mostly on 7-12; however, most lessons can be modified for middle school level students. This class is useful for teachers in Political Science, Law, History, Sociology, and homeschool instructors.

This class is designed to be self-paced and does not require participants complete the work at the same time or participate in activities or discussions at the same time. However, reviewing what your fellow participants post and initiating discussions with them will greatly enhance your learning and overall experience.

Text:

No text is required for this class. Readings will posted online.

Goals & Objectives:

Identify the legal standards used by the Supreme Court when deciding Civil Rights cases

Understand why difference standards apply to different sub-groups of people and why some standards place the burden of proof on the state while others place it on the Petitioner.

Identify the various groups that have used to Court to gain their Civil Liberties.

Identify landmark cases decided by the U.S. Supreme Court that challenge discrimination.

Understand why the Court made the decision they did and the legal reason for that decision.

Plan lessons that help students learn that law and politics do not always coincide, that help students critically think about the Constitution, law, civil liberties and civil rights in America.

SCHEDULE		
Dates	Topics	Assignments
Module 1 Week 1	Start Here A Few Legal Terms and Concepts Gay Rights	Readings & activities Submit Lesson Plan 1 Work on Case List
Module 2 Week 2	African Americans and Other Ethnic Minorities	Readings and activities Submit Lesson Plan 2 Work on Case List
Module 3 Week 3	Women	Readings and activities Submit Lesson Plan 3 Work on Case List
Module 4 Week 4	Religious Minorities	Readings and activities Submit Lesson Plan 4 Work on Case List

Class Assignments: Instructions are provided for all assignments within the online class modules. These are general descriptions of the expectations.

Participate in Class Activities:

Each module will have at least one activity that you will be asked to complete, post your results, and reflect upon. These activities are assigned so you will have hands-on experience with potential lesson ideas you can use with your own students.

Lesson Plans:

This assignment is to help you get all your ideas in one place. I know when I read or learn something new if I do not get it into my lesson plan or class notes immediately, I will never remember it again. So don't lose those great ideas, get them on paper now. Detailed instructions can be found in Canvas.

Case List:

For each Module/Week do a little extra research now regarding other cases on the topic. These do not have to be Supreme Court cases, but you may want to look at lower federal court cases as well as state level cases. Your list should include the case name, case citation, 2-3 sentences on

the facts of the case, and 2-3 sentences on the court's decision. I would add a few additional notes on why you chose this case and how you would use it in class.

Class Grading:

Participation in Class Activities	40 points
Lesson Plans (25 pts each)	100 points
Case List (25 pts. Each)	100 points

Grading Scale

Non-credit classes are Pass/Fail. You must earn an 80% to pass the class.

CLASS POLICIES

Student Responsibility:

It is your responsibility to inform yourself of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority.

Communication Policy:

The instructor will respond to student messages within 24-48 hours, generally through email. For all assignments, feedback will be delivered within one week of the due date.

Attendance & Participation Policy:

Attendance for online courses is determined by how many times and for how long you access the Canvas course (this information is available for each student to the instructor), your participation in the assignments, and your timeliness in submitting requested work or response. Online courses can get away from you if not carefully scheduled. Take the time to review your online commitments, schedule regular and consistent time to be online, and stick to the schedule. You are expected to participate in all Canvas activities. Failure to participate in Canvas activities may impair academic performance and result in a lower grade. You must assume full responsibility for an online presence.

Technical Assistance:

Please contact your instructor for assistance with Canvas.

Class Evaluation:

At the conclusion of the course, each student will have the opportunity to evaluate the class and instructor. Your feedback is important to us. Please take the time to complete the online evaluation.