

# Great Cases: American Legal History (CASE)

## CTY Course Syllabus

### Student Expectations:

Through debates, simulations, group projects, and individual research, students develop close reading and persuasive writing skills. Moreover, in this history course, they learn to critique decisions about fundamental issues that have confronted the American legal system from the ratification of the Constitution to today.

### Day to Day Schedule:

DAY	SESSION	TOPIC COVERED/WORK DONE
1 (Monday)	Morning	<ul style="list-style-type: none"> <li>• All Site Meeting at Chapel</li> <li>• Introductions (students, backgrounds, interests, why this course? Etc)</li> <li>• Over view of the course (requirements, plagiarism policy, honor code, class rules, writing, note taking, group discussions, assessments, expectations. etc.)</li> <li>• Pre-assessment</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Rights in English History (<i>Magna Carta and English Bill of Rights</i>) Analysis</li> <li>• DBQ: Foundations of the Supreme Court in the US – Read Documents &amp; Discuss (Documents 1-2)</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• DBQ: Foundations of the Supreme Court in the US – Read Documents &amp; Discuss (Document 3)</li> </ul>
2 (Tuesday)	Morning	<ul style="list-style-type: none"> <li>• DBQ: Foundations of the Supreme Court in the US – Read Remaining Documents &amp; Discuss</li> <li>• Type Draft Response to Essential Question</li> <li>• Foundations of the American Revolution –KNL exercise</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Context of Declaration of Independence -“It’s too late to apologize” music video</li> <li>• Declaration of Independence text annotation activity (Text Annotation and Identification of a Grievance, Declaration of Rights, Statement of Independence)</li> <li>• Problems with the Articles of Confederation (MPIAH pg 37)</li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
	Evening	<ul style="list-style-type: none"> <li>• Discussion of Compromises at the Constitutional Convention (NJ/VA/Great Compromise, Slave/Non-Slave holding states/ 3/5ths compromise)</li> <li>• Group Preparation for Presentations <ul style="list-style-type: none"> <li>○ Group 1 – Article 1 sect 1-5</li> <li>○ Group 2 – Article 1 Sect 6-10</li> <li>○ Group 3 – Articles 2,4,5,6</li> <li>○ Group 4 – Bill of Rights</li> </ul> </li> </ul>
3 (Wednesday)	Morning	<ul style="list-style-type: none"> <li>• Group Preparation – Polish and Practice</li> <li>• Group Presentations &amp; Discussion</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Complete Discussion of Federal Government Powers/ Citizens Rights</li> <li>• Video: Supreme Court (PBS Episode #1)</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• Brief Lecture on Washington’s and Adams presidency’s</li> <li>• Reading and discussion of the Sedition Act (MPIAH pg 87)</li> <li>• Discussion of the impact of the act on 1<sup>st</sup> Amendment rights does the Federal government have the power to do this? (see Preamble – ensure domestic tranquility).</li> </ul>
4 (Thursday)	Morning	<ul style="list-style-type: none"> <li>• <i>Marbury v Madison</i> <ul style="list-style-type: none"> <li>○ Discussion of case</li> <li>○ Constitutionalism</li> <li>○ The Marshall Court</li> <li>○ Judicial Review</li> <li>○ Jud. Act of 1789</li> <li>○ Federalism</li> <li>○ Intent vs Effect</li> </ul> </li> <li>• Students will write a case brief</li> <li>• Text annotation of Justice Marshall’s opinion (MPIAH pg 122 )</li> <li>• Students will revisit the DBQ to address Judicial Review part of Essential Question</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Power Point on the Supreme Court</li> <li>• Structure, cases, justices – appointments, influential ones, present justices</li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
	Evening	<ul style="list-style-type: none"> <li>• Federalism Cases: <ul style="list-style-type: none"> <li>○ <i>Gibbons v Ogden</i></li> <li>○ <i>McCullough v Maryland</i>.</li> </ul> </li> <li>• Group read of case overviews and rationale. Students will write case briefs. <ul style="list-style-type: none"> <li>○ Discussion on impact of decisions.</li> </ul> </li> </ul>
5 (Friday)	Morning	<ul style="list-style-type: none"> <li>• Andrew Jackson</li> <li>• Brief lecture/video on the presidency of Andrew Jackson &amp; Nullification</li> <li>• Andrew Jackson Good and Evil(<a href="http://www.pbs.org/kcet/andrewjackson/video">www.pbs.org/kcet/andrewjackson/video</a>)</li> <li>• Calhoun proposes nullification pg 159 from MPIAH and its contrast to Federalism</li> <li>• Jackson defies the Supreme Court and Vetoes the Bank Bill pg 136 from MPIAH</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Indian Removal and the Trail of Tears</li> <li>• Discussion of Manifest Destiny and Imperialism <ul style="list-style-type: none"> <li>○ US as an Imperialist Power – (Youtube Video: “Empire or Humanity” –Zinn)</li> </ul> </li> <li>• Readings pg 162-167 from MPIAH – President Jackson Advocates for Indian Removal, <i>Cherokee Nation v Georgia</i>. <ul style="list-style-type: none"> <li>○ Power Point on the Trail of Tears</li> </ul> </li> <li>• Debriefing and Discussion</li> </ul>
6 (Sunday)	Evening	<ul style="list-style-type: none"> <li>• Class Discussion of Slavery in the US</li> <li>• Class reading of speech “<i>What to the Slave is the Fourth of July?</i>” 5 July 1852</li> <li>• The class will read Frederick Douglass’ description of the Constitution being antislavery pg 194 of MPIAH.</li> </ul>
7 (Monday)	Morning	<ul style="list-style-type: none"> <li>• Field Trip to Skillman Library.</li> <li>• Presentation on Databases, Individual Research for Culminating Activity</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Trip to bookstore during quad time</li> <li>• <i>Dred Scott v Sanford</i> <ul style="list-style-type: none"> <li>○ The class will complete an overview and brief of the case, evaluating issues presented in the case.</li> </ul> </li> <li>• The class will do a text annotation of Justice Taney’s opinion to the court pg 196 from MPIAH</li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
	Evening	<ul style="list-style-type: none"> <li>• Students will complete their DBQ paper and begin research on their projects using “our classroom library”.</li> </ul>
8 (Tuesday)	Morning	<ul style="list-style-type: none"> <li>• The Constitution in Jeopardy – The Civil war</li> <li>• The class will receive their primary source document packets on the civil war</li> <li>• Brief lecture covering the events listed in the timeline of the civil war including a discussion of the 1860 election, secession and the advantages/disadvantages of both armies.</li> <li>• Students will read documents 1-4 and evaluate the war as an “irrepressible conflict”</li> <li>• The class will divide into two points of view – the south defending secession and the north opposing secession.</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• In Class Debate – Was Secession Constitutional?</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• Computer Lab for Culminating Project Research</li> </ul>
9 (Wednesday)	Morning	<ul style="list-style-type: none"> <li>• Field Trip to the Court Room of Judge Smith, North Hampton Court House Easton</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• The Emancipation Proclamation</li> <li>• Students will discuss the usefulness of the document and its impact (or lack thereof in the beginning).</li> <li>• The class will reenact a play on Lincoln’s decision to pass the proclamation.</li> <li>• Review document 7 in the student packets.</li> <li>• The class will evaluate Lincoln as the Great Emancipator.</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• Segregation and the Law <ul style="list-style-type: none"> <li>○ The class will read, answer critical thinking questions and discuss the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments (from MPIAH)</li> <li>○ Student analysis of the Jim Crow laws</li> <li>○ <i>Plessy v Ferguson</i>- The class will complete an overview and case brief, evaluating issues and discussing the impact</li> </ul> </li> </ul>

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10 (Thursday)	Morning	<ul style="list-style-type: none"> <li>• Voting Amendments               <ul style="list-style-type: none"> <li>○ The class will be divided into three groups –one groups will review <i>Minor v Happersett</i> and the 19<sup>th</sup> amendment, the second group will review <i>Herper v Virginia</i> and the 24<sup>th</sup> amendment and the third group will review <i>Oregon v Mitchell</i> and the 26<sup>th</sup> amendment.</li> </ul> </li> <li>• The Progressive Era</li> <li>• Brief lecture on the Progressive Era</li> <li>• The class will read an excerpt of <i>The Jungle</i></li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Comp Lab time to work on culminating project</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• WW1</li> <li>• Youtube video: student project on the MAIN causes of WW1</li> <li>• Brief lecture on how/why/effect of US involvement</li> <li>• Student review of Wilson’s regulations governing Alien enemies, the Espionage Act pg 313-315 in MPIAH</li> <li>• <i>Schenck v United States</i> - The class will complete a brief of the case reviewing the elements of the case and then respond to discussion questions.</li> </ul>
11 (Friday)	Morning	<ul style="list-style-type: none"> <li>• Wartime Cases: <i>Korematsu v. US</i></li> <li>• Students will read and discuss Executive order 9066 &amp; Civilian Exclusion order #33 –resulting in the internment of Japanese Americans</li> <li>• <i>Korematsu v United States</i> - The class will review the elements of the case and create a case brief.</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Japanese Internment</li> <li>• Guest Lecture by Academic Dean and Cross Curricular Class with Race and Politics</li> <li>• Preparation for a fishbowl debate</li> <li>• The class will be divided into two groups for a fish bowl debate               <ul style="list-style-type: none"> <li>○ One group will argue that Japanese Americans posed a serious security threat/ internment was justified and the other group will argue they did not constitute such a threat/ internment was not justified.</li> </ul> </li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
12 (Sunday)	Evening	<ul style="list-style-type: none"> <li>• Fishbowl Debate on Korematsu and brief discussion of public law 100-383 in 1988 acknowledging injustices and payment of restitution</li> </ul>
13 (Monday)	Morning	<ul style="list-style-type: none"> <li>• The 1920's</li> <li>• Lecture on the 1920's: Flappers, Prohibition and the 18<sup>th</sup> and 21<sup>st</sup> amendments, Red scare</li> <li>• Student analysis and discussion of <i>Scopes Monkey Trial and Sacco &amp; Vanzetti</i></li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Discussion about the Great Depression and Roosevelt's attempted judicial reform (MPIAH pg 361)</li> <li>• Lecture on the causes &amp; effects of the cold war and red scare</li> <li>• Student investigation of the trials on the Rosenbergs and Hiss</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• Vietnam and Protest</li> <li>• Students will read an introductory statement about the many feelings on the war in Vietnam</li> <li>• Lecture on polarization of the country re: the war, protests, draft avoidance etc. <ul style="list-style-type: none"> <li>○ Brief scene from <i>Across the Universe</i></li> <li>○ <i>United States v Seeger &amp; Tinker v Des Moines</i> - The class will split into two groups one group will prepare a brief on Seeger the other on Tinker. The class will rejoin and discuss their findings.</li> </ul> </li> </ul>
14 (Tuesday)	Morning	<ul style="list-style-type: none"> <li>• Civil Rights <ul style="list-style-type: none"> <li>○ <i>Brown v Board of Education</i>- The class will complete an overview of the case reviewing the elements of the case and evaluating issues presented in the case.</li> <li>○ The class will read excerpts from an essay entitled "<i>War on the Constitution</i>" from <i>A People's History of the Supreme Court</i>. Students will do a Big Paper Exercise to have a silent discussion on the topic.</li> </ul> </li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Rights of the Accused <ul style="list-style-type: none"> <li>○ The class will read "<i>Johnson vows to fight injustice and inequality</i>" – pg 398 from MPIAH and Discuss the Great Society programs &amp; Rights of the accused</li> <li>○ Group review of cases: <i>Gideon v Wainwright</i>, <i>Escobedo v Illinois</i> and <i>Miranda v Arizona</i></li> </ul> </li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
	Evening	<ul style="list-style-type: none"> <li>• Post Assessment</li> <li>• Preparation for Presentations</li> </ul>
15 (Wednesday)	Morning	<ul style="list-style-type: none"> <li>• Student Presentations of Culminating Activity – Simon 3</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>• Student Presentations of Culminating Activity – Simon 3</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• Discussion of Modern Issues</li> <li>• Topics include but are not limited to: <ul style="list-style-type: none"> <li>○ Healthcare reform / Interstate Commerce</li> <li>○ <i>US v Lopez</i></li> <li>○ US International Fight against Terror (see Chapt 15 &amp; Patriot Act)</li> <li>○ Same Sex Marriage</li> <li>○ Immigration Law (Restriction Acts from the 1920s –AZ law)</li> <li>○ The death Penalty (<i>Gregg v Georgia</i> –present)</li> <li>○ Elections (2000, 2004, proposals to change electoral process)</li> <li>○ School Prayer (<i>Abington School District v Schempp</i> – present)</li> </ul> </li> </ul>
16 (Thursday)	Morning	<ul style="list-style-type: none"> <li>• Student Evaluations of the Course</li> <li>• Women’s Rights and <i>Roe v. Wade</i> <ul style="list-style-type: none"> <li>○ Brief Lecture and discussion on the goals of women’s liberation and how a women’s reproduction affects her career/ education etc. (Political Cartoon analysis)</li> <li>○ ERA – The class will read the proposed Equal Rights Amendment of 1972 pg 421 from MPIAH</li> <li>○ The class will watch a brief clip from the <i>PBS Supreme Court Series on Roe v Wade</i> and the context of Justice Blackmun’s opinion</li> <li>○ The class will complete an overview of the case.</li> <li>○ The class will read the Justice Blackmun’s opinion of the Court and discuss its basis in the Constitution. pg 421 from MPIAH</li> <li>○ The class will discuss the case focusing on: Facts, courts decision, basis for the decision, effect of the decision, difference between state and federal law having the authority etc.</li> </ul> </li> </ul>

DAY	SESSION	TOPIC COVERED/WORK DONE
	Afternoon	<ul style="list-style-type: none"> <li>• Executive Power</li> <li>• The class will read the play – I am not a crook! about the Watergate scandal</li> <li>• The class will review <i>United States v Nixon</i></li> <li>• MPIAH ph 531</li> <li>• The class will read Congress Authorizes President George W. Bush to Fight International Terrorism MPIAH ph 537</li> </ul>
	Evening	<ul style="list-style-type: none"> <li>• No Session - Dance</li> </ul>
17 (Friday)	Morning	<ul style="list-style-type: none"> <li>• Visit to Kirby Law Library</li> <li>• Paired Chalkboard Reflection</li> <li>• Debrief, feedback, farewell.</li> <li>• Movie: Inherit the Wind</li> <li>• Closing Ceremony in Chapel and Parent Meetings</li> </ul>