

Bowie State University
School of Arts and Sciences
Department of History & Government

Winter 2021 (January 2-22, 2021)

Course Syllabus and Schedule of Learning Activities

Course Title: Law & Politics (3 Credits)

Course # & Section: Govt 319-555-1120

Class Schedule: 24 hours & 7 Days per Week

Venue: via BSU Bb (Zoom Meeting on M @ 1:00 p.m.)

Faculty Office Hours: MW @ 1:00 -2:00 p.m. and/or by Appointments via the Phone

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Description: This course is an examination of the relationship between law and the political order, with a focus on the use of the legal procedure for political ends in different countries. This course is essentially about the intricate and dynamic relationship between law and politics in terms of how law affects or impacts politics, and how politics help to inform/shape laws in most modern democratic societies. In this course, we will read many materials on the relationship of law and politics, and how each symbiotically lead to and in complex ways presuppose the other in the peoples' effort to attain justice, equality, enjoy the blessings of freedom, and establish peace under the rule of law.

Law & Politics is taught as an upper level, seminar-oriented, and intensive undergraduate course in government (political science, as a subfield of American Government & Politics) to demonstrate the inextricable relationship or connection between law, politics and society as well as public policy, and this is done through legislation or the various struggles for power and government accountability within the political processes. This course examines the theoretical and philosophical foundations of the American legal and political system, and looks at how change in the law or political process affects both the law and politics of other countries in a comparative context. People, as citizens of a particular or a given society and country make and have laws that affect and shape the way they live and/or do things, thus laws impact us as human beings and our society. The course can also be a critical study and analysis of the processes of decision-making concerning the future of society as a whole. Thus, the relationship between law and politics is about the structures and processes through which people (as individuals and/or groups) with different interests, beliefs, values and interests or goals come together, deliberate, negotiate, make choices and decide on issues as well as enact laws that will govern them and for their own collective good. The interplay of or relationship between laws and politics through the legislative, executive, and the judiciary arms of government constitute how societies are shaped and governed. Laws are made through the pendulum of politics, or the political system and processes, and so there is a relationship that exists between law and politics or politics and law.

Mode of Delivery: This is a fully or completely an “asynchronous online course.” What is an “online course or learning”? This means that the course is intentionally desired and developed to be “electronically delivered” in the online or virtual learning environment with the mediation of selected media technologies. An online course or learning is a type of student-centered distance

education (both teaching and learning) where the instructor presents or posts the required course content in the virtual learning environment for the students to access. Read and use 24/7. With online learning, students tend to have flexible access to the required reading materials, the opportunity to do and submit their written assignments, interact with their peers and the instructor of record with the meaningful use of certain media technologies (as computer, internet, cell or mobile phone, the e-mail, via the BSU Blackboard, etc.). In a completely online, distance learning, there may not be an opportunity for real-time synchronous communication and physical contact as both the instructor and students are geographically dispersed or separated in both space and time. It is important to be aware that the instructor and students may communicate the course information, asynchronously (which is not in-real time). Thus, teaching and learning, in this case, will be done in the virtual environment and electronically in ways that will enable the students to access the course instructions and reading materials as well as engage in the student-student interactive communication and do the required (graded) assignments 24/7. To excel in courses like this, it is important that all the students develop healthy study habits and manage their time effectively with attention of the deadlines for all the graded assignments.

If students go to the BSU website, via Academic Computing & Online Course Support (under “Online/Hybrid Classes”), they will be delighted to learn/know that the institution offers “distance education” courses and/or programs. This course is not the hybrid course or blended learning. It is a fully or completely an online course or electronic learning is a unique mode of delivering education (the course content and instructions) to students who are not physically present in the traditional setting where there is a wall or brick classroom. There are normally two types of this mode of course delivery: fully or completely online course & learning, and the hybrid or blended course/learning, with the mediation of certain media technologies (computer, internet, e-mail addresses, phones, the Blackboard, and others). It is important to note and clearly understand that this course is a fully or completely an online version (and not the hybrid or blended format!).

In a fully or completely online course and learning or an e-learning (aspect of distance education), the course content and instructions delivered exclusively at a distance with the integration or mediation of certain media technologies, with/without any face-to-face physical contacts and interactions. Everything is or would be done in the virtual learning environment, electronically; and both the instructor and the students engage in various interactive information communication (synchronously or asynchronously, or both). The instructor reserves the right to require that students come to the campus for orientation, proctored tests or examinations, and/or academic support-services (if necessary). Since this course is a fully/completely an online/remote learning, communication is important and students and the instructor should endeavor to share information and respond to inquiries as at when due to minimize any need for face-to-face contacts or interactions. For this reason, I would suggest that students make every necessary effort to go through the items on the Course Menu to learn and know where things are, what to do in terms of how and where to find and submit completed assignments, be aware of the important deadlines for assignments, and so on. This is an intellectual journey, and it is a unique kind of journey that begins with students accessing and reading the course Syllabus (early or on time) in order to familiarize themselves with its content, have a clear idea and understanding of the course

expectations and their responsibilities, and know what to do to excel in the course. As part of an online learning experience, I always like to challenge students to own their education with the knowledge that “education (teaching and learning) is a shared responsibility.”

With an online course or learning, the instructor delivers course content and instructions in the virtual learning environment, and students have many opportunities and flexible hours to access the required reading materials, participate in the weekly forum, and submit graded assignments using the appropriate media technologies via the Blackboard). With fully or completely online learning, there may be no physical contacts and face2face interactions, because students and the instructors are geographically dispersed or separated in space and time but only meet and interact purposefully as well as communicate asynchronously. Under this circumstance, both teaching and learning will be done electronically (via the internet and on the BSU Blackboard) with little or no face-to-face contacts. If students have questions, please feel free to contact the instructor via his e-mail address and they are encouraged to read the course syllabus before any other course learning activities to familiarize themselves with what has to be done in order to excel in the course.

To get started, please go to the BSU Blackboard, take the time to go through some of the items on the Course Menu to learn about their contents and spend time in the virtual learning environment to learn to find certain information and materials, for “practice makes permanent.” On the left side of this course site, students will find the Course Menu that contains functional components arranged in this specific order as follows:

- START HERE, FIRST!
- ANNOUNCEMENTS
- COURSE SYLLABUS & OTHER INFORMATION
- MODULES & MATERIALS
- INTERACTIVE FORUM
- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- EXTRA-CREDITS TASKS
- ADDITIONAL RESOURCES
- VIEW MY GRADES
- HELPDESK & THE Bb
- MISCELLANEOUS

Students should click on these links to find what is in there, and additional **Orientation** information for students can be found on the items on your top-right side of the course shell/site via the BSU Blackboard. To start, please click on “START HERE, FIRST!”

Course Prerequisites: The prerequisites, for this course, are both Govt 317 and Govt 318 or the permission of the instructor. Since this is a 300 level course, it is important that students must have taken both ENGL 101 and 102 to ensure that he/she can read complex texts or unfamiliar

materials with great ease and maximum comprehension in addition to the ability to think creatively and critically, and write both intelligently and persuasively.

REQUIRED TEXTBOOK (students do not need to buy books, because we will use the open source to access the materials for this course):

Keith E. Whittington (ed.). (2013). *Law & Politics: Critical Concepts in Political Science*. New York: Routledge. ISBN: 9780415680356

RECOMMENDED FOR ADDITIONAL READING

David M. O'Brien. (2017). *Constitutional Law and Politics: Struggles for Power and Government Accountability* (Vol. 1). NY: W. W. Norton & Company. ISBN: 978-0-393-93549-3

David M. O'Brien (ed.). (2010). *The Lanham Readings in Civil Rights and Civil Liberties* (3rd ed.). Baltimore, Lanham Publishers, Inc.

M. Ethan Katsh (ed.). (2013). *Taking Sides: Clashing Views on Legal Issues*. New York: McGraw Hill. ISBN: 13-978-0078050497

Scott Veitch, Emilios Christodoulipids, & Linday Farmer (eds.). (2012). *Jurisprudence: Themes & Concepts*. New York: Routledge.

Suzanne Samuels. (2006). *Law, Politics, and Society*. Houghton Mifflin Harcourt. ISBN: 978-0618376513

Note: The instructor will assign other reading materials from other sources, texts and journals.

Disability Policy Statement for Accommodations: Students with any form of disabilities and who wishes to receive the ADA accommodation considerations should communicate their interests to Dr. Michael S. Hughes (the Coordinator of Disability Support Services & Academic Advisement Specialist). His office is in the Basement Floor of Thurgood Marshall Library (Room 079), and he can be reached at (301) 860-4062. It is important to share such an interest/desire with the instructor.

Instructional Modes: The methods would include these graded learning activities:

- Traditional lectures with assigned readings and handouts to illuminate/challenge students
- In-class/online participation/discussions and study group/collaborative presentations
- Providing interpretive analysis of the relevant CD/Video-tapes & YouTube free materials

- Written assignments (essays, weekly online conferences, short papers, major project, and extra-credit opportunities), and the possibility of inviting outside speakers as guests.

Learning Objectives: After taking and completing this course, students should be able to

1. Develop both an understanding and knowledge of the principles, structures, institutions, processes and practices of political and legal systems
2. Become able to critically examine the effectiveness of political and legal systems in terms of openness, responsiveness and accountability
3. Understand the nature and functions of law
4. Explain and discuss how law and politics are intertwined, and the nature of political intricacies and compromises inherent in the making of laws or the competing Court interpretations of various aspects of law
5. Develop an appreciation of how law animates politics and vice-versa with respect to the separation of powers between the three branches of government
6. Articulate the role and politics of civil disobedience in undermining unjust laws, in changing society, and bringing about social change (justice and equality); and
7. Develop keen interest in the role and functions of the courts, particularly the Supreme Court that does not exist in a political vacuum, and see how politics (social issues) and other public controversies have forced laws to change (powers of the federal government, abortion, human rights and same-sex relationships, segregation in schools and other public places, equal protection under the law of the land, etc.)

B) Student Expected Learning Outcomes: Students will complete the following tasks:

1. Write (3) short/argumentative papers on topics or issues assigned by the instructor of record (for 30%). Students, in writing the essays, are encouraged to employ sound reasoning and avoid informal fallacies as well as endeavor to demonstrate an ability to deal with complex issue or ideas, and provide interpretive arguments for or against their particular point-of-view.
2. Actively participate in the three (3) study group/collaborative presentations (including two power point online presentations), for 30% of the total grade.
3. Engage in the weekly online, student-student online, interactive communication as part of the active learning for 30% of the final grade.
4. Be able to complete the final assignment or project, for 10% of the grade.

Performance Evaluation Criteria, Grading System & Students' Responsibilities

a) Performance Evaluation Criteria: Various assessment methods will be used as students' performance evaluation criteria as follows:

- 3 Short/Argumentative Papers = 30% (due on Jan. 7, 13, and 18, 2021 with citations)
- 3 Group Collaborations = 30% (10% for each due on 9, 15 & 20)
- Interactive Forum = 30% (10% per week for substantive postings)

Final Project = 10% (due on January 22, 2021 via the designated space)

Note Well: Students need to submit their written assignments in Microsoft Word 2003 that is a compatible document in a rich text format for me to easily open/access, download and grade!

The Dates & Active Learning Deadlines (the assignments are the sole responsibilities of the students, and the instructor should not police any students asking for the assignments that should be due as at when due via the appropriate designated spaces via the Graded Assignments area

i) For the Short Papers (no less than 4-7 pages with proper citations) are due on

- a) First Week: January 7, 2021
- b) Second Week: January 13, 2021
- c) Third Week: January 18, 2021

ii) For the 3 (Group or Individual) Power Point Presentations due as follows:

- a) First presentations, on January 9, 2021
- b) Second presentations, on January 15, 2021 and
- c) Third presentation, on January 20, 2021

b) The Grading System: The attainment of the learning objectives will be measured by three short argumentative papers (between 4-7 pages with appropriate citations), three study group or individual presentations, weekly interactive online forum participations, and a final project or assignment. Competency will be determined by the attainment of a "C" or better according to the following calculations:

90+ = A
80+ = B
70+ = C
60+ = D
50+/- = F.

c) Part of Students Responsibilities

Students are required to attend classes regularly, read the assigned materials, participate in graded class activities: discussions, presentations, examinations, online conferences, and the essay paper.

Classes meet in the virtual learning environment via the BSU Blackboard, and students are required to login and actively participate in the interactive conference discussions/deliberations with other students, asynchronously, via the Weekly Online Forum. This is a time to read the assigned materials posted on the Conference section, develop a substantive response of one's own, and then read and respond to what other students (2 or more) have posted. This assignment must be done respectfully and intelligently, and the instructor monitors and records attendance or may comment as appropriate with minimum social presence!

When posting answers, comments or responses, just type in the appropriate space and "submit." Be advised that whatever is written and posted, in the online forum, is public and students should be careful about what they say and message that they convey to avoid any misrepresentation or misinterpretation. So write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and endeavor to understand that the opportunity was a rich learning experience are all in this learning experience for self-improvement.

Every student is advised that excessive absences may result in the final grade of "F" in the course. Students are required to enroll in the Blackboard in order to be permitted to have access to the course and participate actively. Not participating in the Blackboard conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students login and submit the required written responses.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) MEETING: It is important to understand that the Zoom meeting is a cloud-based tele-conferencing service that allows the participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information about course content) via the use of computer, the internet and other applicable media technologies. One important feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio technologies; and, for students, to be present and meet the attendance requirement. To do that, I would expect the participants to switch "on" their camera buttons and leave it on all through the session-even if or when their microphones are muted. Please be advised that the instructor of record will take class attendance based on the students who have their Zoom camera on. Not having the Zoom camera on can constitute "non-attendance" and would contribute to having "unexcused absence" in the course! Put succinctly, not putting the camera on is as good as being absent in the course for that session.

Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, "cheating" in any aspect of the assigned course work is jeopardizing one's academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that "plagiarism" which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately. For writing papers or responses, it is important to refer to the following manuals of style: American Psychological

Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual, which is The Chicago Manual/Turabian Style).

Students are responsible for all the assignments in this course, and need to make sure that all assignments are duly submitted as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

d) Instructions for the Graded Written Assignments & Online Participation:

i) The Guideline for the Graded Short Papers:

Each student will be required to submit a short paper of no less than 4-7 pages long, typed and double-spaced (excluding bibliography page) on the assigned reading topic. The instructor will be looking for the following:

1. Clarity of thesis statement or statement of the problem
2. Excellent organization & coherence of presentation to reflect originality of thought
3. Depth of research demonstrated by accurate information, critical thinking & analysis
4. A clear use of Footnotes or Endnotes, if the student chooses
5. Correct, appropriate bibliographic and/or in-text citation formats
6. No more than one internet source used
7. Correct grammar, syntax, brevity of language with precise choice or economy of words

Note Well: plagiarism will result in a failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.” Two students are not allowed to submit the same answers or short papers. No two or more students should submit the same paper or contents!

ii) Interactive Weekly Forum or Conference Participation: The instructor will develop weekly assignments for students to participate in and complete as individuals, for a possible total of 30% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the period. The instructor monitors the activities.

iii) Study Group/Individual (Power Point) Presentation (30%): Each student will work with a specific study group members, and each group will be assigned materials to read and present on the dates to be assigned by the instructor. The presentations should be of quality, entail summaries and highlights of the assigned materials, and the groups lead the class in the class discussion/deliberations. The reading assignments will be placed in the Study Group area (via the Menu), but the presentations sessions will be posted in the forum area at the appropriate time.

After the Study Groups have completed their readings and posted their presentations, then all the other students will be required to read/review the presentations, discuss and ask questions. The

Groups should endeavor to lead the discussions, address issues raised and provide intelligent answers to the questions. The Study groups should be expected to respond to questions raised in their conference by class members promptly, within two days, and questions must be answered within a 24-hour period following their postings. No additional research is necessary for the Study Group assignments, but it could be helpful and resourceful.

Study Group Presentations to have some of the following items:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author’s Name(s)
- Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is all about. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work.

Technical Assistance: For technical questions or instructions, please call (301) 860-4357 or (301) 860-HELP and someone will help you. For additional information, check and click on the Tech/OIT Support via the Course Menu.

Units of Instruction: Weeks/dates, Learning Modules & Reading Assignments

Week	Required Reading & Assignments
Week 1: Jan. 4-8:	<p>Read, summarize and be able to discuss the assigned materials:</p> <p>Module 1: The Relationship between Law and Politics or Politics and Law</p> <p>a) “Law and Politics in 2018,” from the Columbia Law School (January 31, 2018). Retrieved from www.youtube.com/watch?v=qXssQ61TzEA</p> <p>b) Miro Cerar. (2009). “Relationship between Law & Politics.” Retrieved from https://digitalcommons.law.ggu.edu/cgi/viewcontent.cgi?article=1126&context=amnl survey</p> <p>c) Whittington, Kelemen & Caldeira. (2013). “Overview of Law & Politics: The Study of Law & Politics.” In Robert E. Gooding (ed.), <i>The Oxford Handbook of Political Science</i> Retrieved from http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-012</p> <p>d) Scott Veitch, Emilios Christodoulipis & Lindsay Farmer (eds.). (2012) <i>Jurisprudence: Themes & Concepts</i>. Retrieved from</p>

	<p>https://books.google.com/books/about/Jurisprudence.html?id=HWkk9wgA7sUC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false</p>
<p>Week 2: Jan 9-15</p>	<p>Read, summarize and be able to discuss the assigned materials:</p> <p>Module 2: The Role of the US Congress and Legislation (Making Laws)</p> <ol style="list-style-type: none"> 1) The US Constitution (1789), Article One (1-10). Retrieved from https://www.archives.gov/founding-docs/constitution-transcript#toc-article-i- 2) Clio Andris, David Lee, Marcus J. Hamilton et al. (2015). "The Rise of Partisanship & Super-Cooperators in the U.S. House of Representatives." <i>PLoS ONE</i>, 10(4). Retrieved from 3) Michael Welsh. (2008). "An Overview of the Development of US Congressional Committees." Retrieved from https://www.ilsdc.org/assets/sourcebook/cong-cmte-overview.pdf 4) Robert B. Dove (February 1997, Parliamentarian of the US Senate). "Enactment of a Law-Resources." Retrieved from https://www.congress.gov/resources/display/content/Enactment+of+a+Law+-+Learn+About+the+Legislative+Process 5) Congress. (2019). What Congress Does. Retrieved from https://www.visitthecapitol.gov/about-congress/what-congress-does
<p>Week 3: Jan.16-22</p>	<p>Read, summarize and be able to discuss the assigned readings:</p> <p>Module 3: The Judicial Branch: The Court System, Judicial Review and the Separation of Powers</p> <ol style="list-style-type: none"> 1. Text on Jurisprudence, https://www.amazon.co.uk/JURISPRUDENCE-THEMES-CONCEPTS-SECOND-Concepts/dp/0415679826/ref=pd_sim_14_3?encoding=UTF8&psc=1&refRID=RYCQ5JE2M9CHSZ5QMQ99#reader_0415679826 2) Keith E. Whittington, R. Daniel Kelemen, & Gregory A. Caldeira (eds.). (2008). The Oxford Handbook of Law & Politics. New York: Oxford University Press: https://books.google.com/books?id=ZxsFHjTjEGkC&pg=PR3&source=kp_read_button#v=onepage&q&f=false 3) The US Constitution (Article 3): Court System-Judicial Branch with the Supreme Court as the highest court of or in the Land/Country. Click on the link that is hereby provided to access the US Constitution, and scroll down to Article 3 (sections : https://www.archives.gov/founding-docs/constitution-transcript#toc-article-iii- 4) The "Power" of the Court inherent in the "Judicial Review." Read Jonathan L. Entin. (1990). "Separation of Powers, the Political Branches, and the Limits of Judicial Review." Retrieved from https://scholarlycommons.law.case.edu/cgi/viewcontent.cgi?article=1366&context=faculty_publications

Bibliography

Louis Fisher. (1975). *Constitutional Rights: Civil Rights and Civil Liberties (Vol 2 of American Constitutional Law)*. New York: McGraw-Hill, Inc.

M. P. Golding (ed.). (1966). *The Nature of Law: Readings in Legal Philosophy*. New York: Random House.

Kermit Hall, Paul Finkelman & James W. Ely. (2010). *American Legal History: Cases and Materials*. New York: Oxford University Press.

Harold J. Laski. (2009). *Studies in Law and Politics*. Transaction Publishers. ISBN: 1412810698.

Anthony Walsh & Craig Hemmens. (2010). *Law, Justice, and Society: A Sociological Introduction*. Oxford University Press. ISBN: 0199757933.