



POL 400: The Constitution, Liberty and Order (3 credit hours) Course Syllabus

Course Description

This course examines inherent conflicts between individual liberties and social order under our constitutional system. It uses the case study approach to analyze issues including freedom of speech, assembly, press, and religion; due process; equal protection; voting rights; and privacy rights.

Course Learning Outcomes

By the end of this course, you will be able to:

- Analyze the concepts, institutions, and officials that make up the branches of government as outlined in the Constitution, including the separation of powers and the concept of federalism.
- Evaluate how the Constitution affects our lives on a daily basis.
- Analyze how judicial decisions affect our lives on a daily basis.
- Using the knowledge gained from the class discussions and written material, allow students to critically assess the implications of our Constitutional system and communicate their views effectively with the spoken and written word in a logical and precise manner.

Prerequisites/Corequisites

POL 101 or JUS110

Required Textbook(s) and Resources

Epstein, L. & Walker, T. G. (2022). *Constitutional law for a changing America: Rights, liberties and justice*. (11e) Washington, D. C.: CQ Press.

Newspapers, as well as journal and law review articles, will be required for completing the learning and assessment activities.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Library Requirement

Additionally, you will need a library barcode to conduct research through the University library and access any library resources provided in the course. If you do not already have a

barcode, please request one by following the directions for obtaining one by following the directions at <https://library.tiffin.edu/services/barcode>.

Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds certain specifications.

Time Commitment and Management

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Two discussions each week plus two or more responses to the discussions from other students

Six essays – two to three pages in length for each essay

Final Paper – seven to ten pages in length based in part on the requirement of listening to the oral arguments and citing the recent (within two years from the start of the course) Supreme Court case that you heard (for those with disabilities, please contact the instructor for assistance).

Grading

The chart below identifies the point distribution for each type of activity, per week and the total point allocation by category for all 7 weeks.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions 1	25	25	25	25	25	25	25	175
Discussions 2	25	25	25	25	25	25	25	175
Essays	75	75	75	75	75	75		450
Final Paper	n/a	n/a	n/a	n/a	n/a	n/a	200	200
Total	125	125	125	125	125	125	250	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<ul style="list-style-type: none"> · MON: Activity 1.1: Introductory Discussion
Week 1: The Supreme Court and Judicial Review	<ul style="list-style-type: none"> · WED: Activity 1.2 - Discussion: Initial Post · WED: Activity 1.3 - Discussion: Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
(Chapters 1 – 2)	<ul style="list-style-type: none"> · SAT: All Discussions: Secondary Posts · SUN: Activity 1.4 - Assignment: Essay

<p>Week 2:</p> <p>The Bill of Rights: Religion, Free Speech, and Association (Chapters 3 – 5)</p>	<ul style="list-style-type: none"> • WED: Activity 2.1 - Discussion: Initial Post • WED: Activity 2.2 - Discussion: Initial Post • SAT: All Discussions: Secondary Posts • SUN: Activity 2.3 - Assignment: Essay
<p>Week 3:</p> <p>Freedom of the Press and Free Expression (Chapters 6 – 7)</p>	<ul style="list-style-type: none"> • WED: Activity 3.1 - Discussion: Initial Post • WED: Activity 3.2 - Discussion: Initial Post • SAT: All Discussions: Secondary Posts • SUN: Activity 3.3 - Assignment: Essay
<p>Week 4:</p> <p>The Right to Bear Arms, and Personal Privacy and Liberty (Chapters 8 – 9)</p>	<ul style="list-style-type: none"> • WED: Activity 4.1 - Discussion: Initial Post • WED: Activity 4.2 - Discussion: Initial Post • SAT: All Discussions: Secondary Posts • SUN: Activity 4.3 - Assignment: Essay
<p>Week 5:</p> <p>The Criminal Justice System and Constitutional Rights (Chapters 10 – 11)</p>	<ul style="list-style-type: none"> • WED: Activity 5.1 - Discussion: Initial Post • WED: Activity 5.2 - Discussion: Initial Post • SAT: All Discussions: Secondary Posts • SUN: Activity 5.3 - Assignment: Essay
<p>Week 6:</p> <p>Race Discrimination and Equal Protection (Chapters 12 – 13)</p>	<ul style="list-style-type: none"> • WED: Activity 6.1 - Discussion: Initial Post • WED: Activity 6.2 - Discussion: Initial Post • SAT: All Discussions: Secondary Posts • SUN: Activity 6.3 - Assignment: Essay
<p>Week 7:</p>	<ul style="list-style-type: none"> • WED: Activity 7.1 - Discussion: Initial Post • WED: Activity 7.2 - Discussion: Initial Post
<p>Topic</p>	<p>Learning Activities (Due by 11:55 p.m. ET on day designated)</p>

Voting and Representation (Chapter 14)	<ul style="list-style-type: none">· SAT: All Discussions: Secondary Posts· SUN: Activity 7.3 - Final Paper
---	---

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. They are arranged chronologically in any given week. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.