



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	POLI
Course Number:	6
Descriptive Title:	Civil Rights and Liberties in the United States
Division:	Behavioral and Social Sciences
Department:	Political Science
Course Disciplines:	Political Science
Catalog Description:	This course introduces students to the study of civil rights and liberties based on current legislation and pertinent court decisions. Emphasis is placed on freedom of speech, religion and press, rights of the defendant, and equal protection issues of minority groups facing discrimination.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2B - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	

	IGETC: Area 4 - Social and Behavioral Sciences
	Term:
	Other:
Student Learning Outcomes:	<p>SLO #1 Judicial Tests</p> <p>In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to</p> <p>SLO #2 Constitutional Jurisprudence</p> <p>In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.</p> <p>SLO #3 Equal Protection Clause</p> <p>In a written essay students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Describe and analyze the political and judicial environment influencing attitudes towards policies on civil liberties and civil rights. 2. Identify and discuss the components of the federal judicial branch and the salient characteristics of each of the Supreme Court justices. 3. Explain and assess the responsibilities of the various court levels and how they function. 4. Identify and describe vocabulary used in the judicial process. 5. Compare and contrast opposing views on Supreme Court cases and other controversies relevant to civil rights and liberties. 6. Evaluate the doctrinal development and historical significance of areas in civil liberties and civil rights. 7. Discuss the various judicial tests for speech, press, and association, and evaluate where these rights interconnect. 8. Analyze and apply the judicial tests for freedom of religion. 9. Evaluate the development of criminal protection guarantees and discuss changes to these guarantees based on technological advancements. 10. Analyze the development of privacy rights and discuss changes to these rights. 11. Compare and contrast varying forms of discrimination and the differences in the legal treatment of each. 12. Discuss developing areas of rights and the Supreme Court's willingness to deal with these issues.
Major Topics:	<p>I. Course Introduction (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Constitutional Provisions B. Philosophical Origins <p>II. Courts (4 hours, lecture)</p> <ol style="list-style-type: none"> A. State and Federal Courts <ol style="list-style-type: none"> 1. Structure 2. Primacy

B. United States Supreme Court

1. Function

2. Personnel

C. Current Legislation

III. Political Environment (3 hours, lecture)

A. Congress

B. Interest Groups

C. Public Opinion

IV. Freedom of Speech (8 hours, lecture)

A. Clear and Present Danger Test

B. Symbolic Expression

C. Hate Speech

D. Obscenity

E. Freedom of Association

V. Freedom of Press (4 hours, lecture)

A. Prior Restraint

B. National Security Issues

VI. Freedom of Religion (6 hours, lecture)

A. Establishment

B. Free Exercise Clauses

VII. Criminal Protection Guarantees (8 hours, lecture)

A. 4th Amendment-Right Against Unreasonable Searches and Seizure

B. 5th Amendment-Right Against Self Incrimination

C. 6th Amendment-Right to an Attorney

D. 8th Amendment-Protection Against Cruel and Unusual Punishment

VIII. Substantive Due Process Rights (3 hours, lecture)

A. Right to Privacy

B. Abortion

C. Sexual Conduct

IX. Equal Protection of the Laws (7 hours, lecture)

A. Racial Discrimination

B. Affirmative Action

X. Other Forms of Discrimination (5 hours, lecture)

A. Gender

	<p>B. Age C. Alienage D. Sexual Orientation</p> <p>XI. Additional Rights (3 hours, lecture)</p> <p>A. Voting B. Equal Representation C. Bio-Medical Technology</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a four- to five-page essay, write a memorandum to the Supreme Court on the constitutionality of affirmative action in higher education admissions. Be sure your essay is well researched and includes an analysis of the Bakke decision as well as the Grutter and Gratz cases discussed in your textbook.
Critical Thinking Assignment 1:	In a five- to seven-page essay, evaluate and critique the Supreme Court's decision concerning the establishment clause. Analyze the Court's decision to determine whether a consistent legal rationale exists or if the Justices are responding to the political climate. In your analysis consider the Court's decisions in regards to school prayer, public goods and services provided to schools, and holiday displays.
Critical Thinking Assignment 2:	In a three- to five-page essay, examine the legal history of obscenity rulings. Compare and contrast the Roth and Miller tests discussed in class. Explain why this area of the law has posed such a challenge for the courts. In your analysis, include a prediction regarding future decisions by the court and any changes to the current standard.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Lee Epstein, Thomas G. Walker, <u>Constitutional Law for a Changing America: Rights, Liberties, and Justice</u> , 10th edition, CQ Press, 2018.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	

Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1 or
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and assignments. ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite Skill:	eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, written assignments and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	H. Bader/E. Love
Date:	10/04/1974
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Laurie Houske
Date:	10/21/2021
Last Board Approval Date:	12/20/2021