

**University of North Texas--Department of Political Science**  
**Constitutional Law II--Civil Rights & Civil Liberties—PSCI 4210.001 - Fall 2025**

**Professor: Dr. Kimi King** - 148 Wooten Hall - MW-11AM-12PM & 3-4PM (In person). I am “virtually” available for all messages 24/7. **Phone:** 940.565.2276 (PSCI); 940.597.4802 (cell) **e-mail:** [kimi.king@unt.edu](mailto:kimi.king@unt.edu)

**Required Materials:** *Constitutional Law for a Changing America: Rights, Liberties, and Justice* (12<sup>th</sup> ed) by Lee J. Epstein, Kevin McGuire, and Thomas G. Walker (hereinafter EMW Text). Rental is sufficient. See Dr. King about 2-hour loaner to do work if you cannot afford the book. <https://collegepublishing.sagepub.com/products/constitutional-law-for-a-changing-america-12-277301>

**Required on the Web** Canvas. Materials for the class are online in 2 units that “appear” as we move through the semester. You must call the Student Help Desk FIRST if you are having computer or technology issues (e.g. having trouble with email, submitting materials, etc.). Always have the Help Desk fill out a “remedy ticket” to trace you in the system. **UIT Helpdesk—Phone: (940) 565-2324—Mon.-Th. 8am-9pm; Fri. 8am-5pm; Sat. 11am-3pm; Sun. closed; In person: Sage Hall (Rm. 130)—Mon.-Fri. 8 am-8 pm (closed weekends); Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu).**

**Required Hardware:** To encourage learning engagement and retention, students answer questions in class with iClicker Polling (free to UNT students). This allows you to select answers from your device (you “click in”) on smartphone, tablet, or laptop by *downloading* the app (iOS and Android in the app store) or for browser-based use (<https://student.iclicker.com/#/login> ). Instructions are in the “Start Here” module on Canvas, and we go over it first day of class. **Academic Integrity—Misuse of iClicker is a violation of student conduct and is considered cheating. This includes submitting answers for someone who is not logged in, having someone else submit answers for you, or any other use of iClicker where you are not submitting your own work.**

[Add PSCI 4210.001 to your iClicker list.](#)

**The course ID is PSCI4210\_F25**

**Join Code is RBIQ**

**Texas Higher Education Coordinating Board Core Objectives:** This class seeks to to enhance your marketability, improve your knowledge bases as part of the active citizenry, and increase your capacity for lifelong learning skills.

- ✓ *Critical Thinking* – Students will demonstrate creative thinking, innovation, analysis, evaluation, and synthesis of information.
- ✓ *Communication* – Students will effectively research, develop, interpret, and express ideas through written and oral communication and advocacy about the legal process.
- ✓ *Accountability* – Students will critically evaluate the U.S. legal and political system, synthesize civic and ethical accountability, and apply knowledge to complex policy issues in regional and national contexts about law and society.
- ✓ *Responsibility* – students will gain increased intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities about law and policy issues.

This is an upper division legal course about some of the most difficult issues of our time. We engage in discussions about our political rights and freedoms, along with personal and private issues. I may not explicitly provide trigger warnings when discussing discomfiting material (including some which is graphic and offensive). In this class we agree to disagree respectfully to focus on the impact of the legal principles and policy outcomes in these cases. You have the right to express your beliefs without fear of reprisal from other students or myself. Accordingly, no one in this class will be censored or limited in their free speech rights, except to the extent that it creates a substantial or material disruption to the order and discipline of the class. You should devote between 6-8 hours per week outside of class reading, studying, making notes, and working on the moot court assignment. Make no mistake: this is not an easy course. If you survive with a B or better grade, you should consider graduate studies or law school. If you are interested in law school, this is a small taste of what it is like.

The course relies heavily on new media teaching technology, using it every class session and online. Everyone must use email, the Internet, and Canvas. You are responsible for any assignments or other information that I distribute over UNT systems. If you do not have a message from me when you log on to your Canvas account for the first time, you need to send me a message along with your EUID so we can add you to the course. Messages are sent to your my.unt.edu. I cannot discuss any grades if you email me through a private account.

**Course Content:** This course examines the text and substance of the U.S. Constitution in cases involving civil rights and civil liberties guaranteed by the document and interpreted by the courts. Our theoretical framework considers the context of the framers' theory of law and order and the present policy questions facing our democratic system. We focus on the Bill of Rights to the states, First Amendment freedoms including the freedom of speech and press, hate speech, libel, and obscenity, and also freedom of religion including both the Free Exercise and Establishment Clause rights. Other areas include the right to privacy, abortion, bearing arms, equal protection (race, ethnicity, gender, LGBTQ+, disability, age, alienage, and indigency), and voting rights. In short, we deal with the most contentious topics being debated in the courts and in society across America.

**Student Learning Outcomes:** By the end of this course you should be able to understand and discuss:

- \* the past and current socio-political climate of the Supreme Court's decisional process;
- \* legal concepts used by the Supreme Court important to constitutional jurisprudence in civil rights & civil liberties cases;
- \* recent trends in U.S. Constitutional decision-making regarding fundamental rights;
- \* the legal underpinnings and parameters of American jurisprudence;
- \* current standards and legal tests utilized by the federal courts in deciding conflicts; and
- \* cases involving jurisdiction; judicial review; standing; economic and property rights; freedom of religion; freedom of speech; freedom of the press; right to privacy, abortion, and gay rights; equal protection and affirmative action.

You should also be able to:

- \* brief court decisions;
- \* conduct legal research;
- \* understand appellate courts and policy arguments; and
- \* articulate and argue principles involved in Constitutional cases before an appellate court and to the general public.

**Course Evaluation:** Your grades will be determined by the following criteria:

1<sup>st</sup> Exam = 30%

2<sup>nd</sup> Exam = 30%

Treasure Hunt Research Team Assignment = 5%

Moot Court Oral Appellate Argument=15%

iClicker (in-class & remote questions about assigned cases) = 20%

**Exams:** There are TWO exams that are 40% multiple choice questions, 35% Identifications (7 out of 12 choices-each worth five points), and 25% take home essay (1 essay question sent at least 5 days in advance of the 2 exams and submitted before you take your multiple choice and identification sections. You are allowed one 8-1/2 x 11 "cheat" sheet of paper (both sides) as a cheat sheet, otherwise the multiple choice and identification parts of the exam are CLOSED BOOK. Exams are non-cumulative focusing on specific topics and reading assignments. Multiple choice questions are from a randomized online database to protect exam integrity. After your exam is submitted, you can check your Canvas gradebook for the multiple-choice grade.

**iClicker Questions:** Class topics are discussed using the Socratic method typical of most law schools. You are expected to read and prepare for class time. The cases listed below are to be discussed according to a Monday/Wednesday (MW) schedule. You should be prepared to discuss and answer questions for cases that day. This class is synchronous, meaning that you must attend during the class time, and "Clicker" questions are presented daily in class. There is no remote option for this. You cannot make up iClicker questions unless you have a pre-approved excuse. There are approximately 8-15

clicker questions every lecture. Students who regularly miss class will find that their grades are adversely affected. Readings should be completed PRIOR to the day for which they are assigned. You will need to do the reading regularly and click in during class time about the cases.

**Readings:** *This is a junior/senior level course. If you are a freshman or sophomore, it is NOT advisable to take this course.* The chapters assigned on the syllabus should be completed PRIOR to the day for which they are assigned. Some readings are dense and difficult. Give yourself enough time to get through the material. All cases on the syllabus are expected to be prepared for class. Students are called on to answer questions. You may pass, but not repeatedly. There are assigned seats which you choose the SECOND day of class.

**Moot Court:** The final portion of your grade is the moot court oral argument given in-person where you will represent a party before the U.S. Supreme Court (the panels will be former students, current moot court team members, graduate and law students, faculty, and attorneys). The topic for the oral argument is a current controversy in the lower courts. It is a *closed case problem* so there are a limited number of cases you have to use. You and a partner are responsible for presenting oral arguments and are graded *independently* for your section of the assignment. *You are both arguing on behalf of the same client*, but you are each arguing two different questions (issues) that have been certified for review. If your partner flakes out, you are responsible ONLY for your issue! The argument should last ten (10) minutes for each of you, including the time allotted for answering questions from the panel (thus you and your partner argue for a total of 20 minutes). These presentations are videotaped so I can grade you. There is NO rebuttal in our modified moot court.

Chapters should be read by the Monday meeting time for the week assigned and cases discussed on the schedule. Even if no readings are assigned, class will be held (except for dates marked below). Lectures are taped for those unable to attend and who notify me about an absence. All cases in italics below can be found in your textbook. Do NOT read the full case online, read ONLY the excerpt in your textbook (it will be a disaster for you to try to read 100-150 page opinions).

#### **Course Policies:**

**First**, the teaching philosophy of this class relies on a “taxpayer theory” of education. You should take full advantage of the democracy you paid for with your tuition dollars. As a member of the community, you have rights and responsibilities, and policies are in place to help with the smooth functioning of government (this class). You have the right of redress for grievances and for assistance if you have issues with the course. You should learn to help yourself and others, recognizing that you are part of the community. All materials are designed to encourage student engagement and to develop an “active citizenry” who are engaged and knowledgeable about U.S. civil rights and liberties. Materials (including my notes) are copyrighted and on-line. No one is authorized to sell, distribute, or otherwise make available any course products for economic benefit. The commercial notes sold on-line SUCK. Students pay lots of money for wrong materials causing students an EPIC fail—that will include for me if I find out you have sold my notes.

**Second**, if you have unique learning needs or are physically challenged, every attempt is made to provide reasonable accommodations. See me by the end of the first week of class so we can make appropriate arrangements. This class operates in accordance with the Office of Disability at the University of North Texas and pursuant to the Americans with Disabilities Act (1990). Materials are ODA accessible, and see me if you would like assistance in getting things set up.

**Third**, please consult and sign the policy regarding academic honesty (on Canvas under the extra credit module for assignments). Having other students do your work, collaborating on writing and taking exams, unauthorized use of Artificial Intelligence, and clicking in for others are grounds for punitive actions. Please consult UNT’s policy.

**Fourth**, the schedule below outlines the topics, readings, and assignments. All cases listed below should be read by the M/W they are assigned. I will be asking iClicker questions about the cases as part of your grade.

**Fifth**, class structure necessitates several “do not disturb policies”. If you are late or leave early, please do not disturb others. You cannot make up missed iClicker questions—missing a few tends not to matter—there are so many. Systematically missing harms your grade. In class, silence and remove all devices – including headphones. Students who

have complaints about others' disruptive behavior should talk to the disruptive classmate IF possible, or see me. The potential sanctions for disruption include: moving you to a different seat, asking you to leave for the day, dropping you from the class, or giving you an "F" for the course for repeated material and substantial disruptions.

**Sixth**, laptop computers during in-class lectures are welcome. Powerpoint notes are posted online for lectures. If you miss class, you can still review the parts of lecture that you need to go over for tests on Canvas. This is NOT an online course. You are expected to participate during class time by attending and participating in class with iClicker.

**Seventh**, I offer numerous opportunities for extra credit. Lectures on campus, television programs, films, debates, presidential or legislative addresses are all potential candidates and vary by semester. Extra credit is announced in class or on e-mail, and it is posted on Canvas. There are "expiration dates" for the extra credit, so turn it in by the due date and according to instructions. I reserve refusing extra credit if you miss the class when it was assigned, and I give "Good Citizen" extra credit for those who bring things to my attention which correct confusion or misinformation about the class. Extra credit is a direct replacement for points on your second exam. Example: if you have 8 extra credit points and get an "82" on exam 2, 8 points are added giving you a 90. Tests are then averaged for an overall test score.

**Eighth**, we are lean and green which means that all assignments and tests are tracked in Canvas Gradebook which saves resources, as well as being more efficient and effective because we can track when and where you are on-line. Grades are posted through the online system. As soon as you have an issue with your grade, email me within 2 weeks of the problem.

**Ninth**, as for the moot court assignment, ideally you work with your assigned partner to get the most out of the experience: coordinating arguments, helping each other better understand the case, etc. That being said, **you are each graded individually**, so if your assigned partner drops or flakes, your grade will not suffer. If you have a preference for a partner, both of you must sign up together, otherwise you will be assigned sides, issues, and times (Petitioner or Respondent) by the second week of class.

**Finally**, this syllabus is not a contract, and I reserve the authority to change requirements by providing you with reasonable notice (typically 48 hours) of changes in class and on Canvas. We are here to help you succeed!

**Course Evaluation:** Your grades will be determined by the following criteria.

Exams: 1<sup>st</sup> Exam = 30%; 2<sup>nd</sup> Exam = 30%

Treasure Hunt Research Team Assignment = 5%

Moot Court Oral Appellate Argument=15%

iClicker (in-class questions about assigned cases, reading, and lecture materials) = 20%

**Exams:** There are TWO exams that are 40% multiple-choice questions, 35% Identifications (7 out of 12 choices-each worth 5 points), and 25% take home essay (1 essay question – open note fact pattern essay, sent 5 days in advance of exam and submitted before you take your multiple-choice and identification sections. You are allowed one 8-1/2 x 11" sheet of paper (both sides) as a cheat sheet, otherwise the multiple-choice and identification parts of the exam are CLOSED BOOK. Essay is open book, see AI Policy below. Exams are non-cumulative focusing on specific topics and readings for the two units. The multiple-choice questions are drawn from a randomized online database to protect exam integrity. After your exam is submitted, you can check your Canvas gradebook for the multiple-choice grade.

**iClicker Questions:** Class topics are discussed using the Socratic method typical of most law schools. You are expected to read and prepare for class, and the cases below are to be discussed according to a Monday/Wednesday (MW) schedule. You must attend class to answer iClicker questions presented daily, and no remote option exists for this class. Lectures are taped for those that miss class, but you cannot make up iClicker questions unless you have a pre-approved excuse (approximately 8-12 clicker questions every lecture). Students who regularly miss class will find that grades adversely affected. Do not expect to pass this course if you cannot do the reading regularly and click in during class time.

**Readings:** *This is a junior/senior level course. If you are a freshman or sophomore, it is NOT advisable to take this course.* The chapters assigned on the syllabus should be completed by class time on the day for which they are assigned. Some readings are dense and difficult. Give yourself enough time to get through all the material. All cases discussed in the syllabus are expected to be prepared for class. Students will be randomly called on to answer questions. You may pass but may not do so repeatedly. All cases in italics below can be found in your textbook. Do NOT read the full case online, read ONLY the excerpt in your textbook (it will be a disaster for you to try to read 100-150 page opinions).

**Treasure Hunt Research Team Assignment:** This assignment is worth 5% of your total grade. The class will be split into 10 teams of 8 students who will work together to complete this assignment to find information on a list of cases on either LexisNexis or WestLaw. The assignment is due Friday, September 19<sup>th</sup> at 11:59pm, and only one assignment will be turned in for the group on Canvas with the list of group members at the top. In law school and in your career, you are expected to work professionally in a team environment; *Do not attempt to complete the assignment by yourself or for others.* If a team member is not completing the assignment or participating appropriately, then you may report this in a team member review each team member submits on Canvas, due at the same time as the treasure hunt.

**Moot Court:** The final portion of your grade is the moot court oral argument given in-person where you will represent a party before the U.S. Supreme Court (the panels are former students, current, moot court team members, graduate and law students, faculty, and attorneys). The topic for the oral argument is drawn from a current controversy in the lower courts. It is a closed case problem so there will be a limited number of cases you have to use. You and a partner are responsible for presenting oral arguments. You are each graded independently for your section of the assignment. *You are both arguing on behalf of the same client*, but you are each arguing two different questions that have been certified for review. If your partner flakes out, you are responsible ONLY for your issue. The argument should last ten (10) minutes for each of you, including the time allotted for answering questions from the panel (thus you and your partner argue for a total of 20 minutes). [There will not be a rebuttal]. These presentations are videotaped so I can grade you.

## Week 1 Aug 18-22

### Unit 1

**Lecture:** Course Overview, briefing cases, jurisdiction, & the structure of the courts

**Reading:** Syllabus, policies, statement of compliance, moot court problem-Review EMW Text Chp. 1

**M-EMW Text,** Chapter 2: “The Judiciary, Institutional Powers & Constraints” (get the basics)

**M-How to brief a case.** Discuss moot court problem, and be sure iClicker is set up

**W-Preferences for Moot Court time, side, & issue on clickers.**

**W-[Marbury v. Madison](#) (1803)**

**W-Moot Court expectations**

**Assignment:** log on to [Canvas](#), register iClickers; read & sign XC statement of compliance

## Week 2 Aug 25-Aug 29

**Lecture:** Judicial power and the federal courts-The Bill of Rights and how it applies to the states

**Readings:**

**W-EMW Text,** Chapter 3: “Incorporation of the Bill of Rights”

**Cases:**

**M-[Barron v. Baltimore](#) (1833)**

**M-Treasure Hunt distributed**

**W-[Palko v. Connecticut](#) (1937)**

**W-[Duncan v. Louisiana](#) (1968)**

**W-Moot Court assignments for partners, pairings**

**Assignment:** Assign issues/partners/sides/schedule

## Week 3 Sept 1-Sept 5 | No Classes Mon. Sept. 1! Happy Labor Day!

**Lecture (Wednesday only!):** *Introducing Legal Research & Moot Court!*

**W-Government and Legal Documents Librarian Briana Knox joins us to help with doing legal research!**

Assignment: Moot Court problem & Treasure Hunt

**Cases:**

**Issue 1: Equal Protection**

**Issue 2: Free Speech**

W-Brief Moot Court case - [William DeNolf v. Olympus State University](#) (2025)

F-Moot Court case brief - **Due on Canvas by 11:59PM**

**Week 4 Sept 8-12**

**Lecture:** *The free speech paradox-Context is everything*

**Readings:** EMW Text, Chapter 5: "Foundations of Freedom of Expression"

**Cases:**

M-[Schenck v. U.S.](#) (1919)

M-[Gitlow v. People of the State of New York](#) (1925)

M-[Brandenburg v. Ohio](#) (1969)

**W-Readings:** EMW Text, Chapter 6: "Modern-day Approaches to Free Expression"

W-[U.S. v. O'Brien](#) (1968)

W-[303 Creative LLC v. Elenis](#) (2023)

W-[Boy Scouts of America v. Dale](#) (2000)

W-[West Virginia State Board of Education v. Barnette](#) (1943)

W-[Chaplinsky v. New Hampshire](#) (1932)

W-[Cohen v. California](#) (1971)

W-[Texas v. Johnson](#) (1989)

W-[McCullen v. Coakley](#) (2014)

W-[Tinker v. Des Moines Independent School District](#) (1969)

W-[Morse v. Frederick](#) (2007)

**Week 5 Sept 15-19**

**Lecture:** *When Speech Comes up Against Other Values*

**Readings-**EMW Text, Chapter 6 continued

M-[Central Hudson Gas & Electric Corporation v. Public Service Commission of New York](#) (1980)

M-[Walker v. Texas Division, Sons of Confederate Veterans, Inc.](#) (2015)

M-[Matal v. Tam](#) (2017)

**F-Treasure Hunt Due for Group-Due on Canvas by 11:59PM-ONE SET OF ANSWERS FOR EACH GROUP**

**Week 6 Sept 22-Sept 26**

**Lecture:** *400 Years and Counting*

**Readings:**

EMW Text, Chapter 13: "Race Discrimination and the Foundations of Equal Protection"

**Cases:**

M-[Plessy v. Ferguson](#) (1896)

M-[Sweatt v. Painter](#) (1950)

M-[Brown v. Board of Education \(I\)](#) (1954)

M-[Brown v. Board of Education \(II\)](#) (1955)

W-[Parents Involved in Community Schools v. Seattle School District No. 1](#) (2007)

W-[Shelley v. Kramer](#) (1948)

W-[Burton v. Wilmington Parking Authority](#) (1961)

W-[Moose Lodge v. Iris](#) (1972)

**Week 7 Sept 29-Oct 3**

**Lecture:** Scrutinizing Scrutiny

**Readings:** EMW Text, Chapter 14 “Contemporary Approaches to Equal Protection”

**Cases:**

M-[\*Cleburne v. Cleburne Living Center\*](#) (1985)

M-[\*Loving v. Virginia\*](#) (1967)

M-[\*Regents of the California v. Bakke\*](#) (1978)

M-[\*Reed v. Reed\*](#) (1971)

M-[\*Craig v. Boren\*](#) (1976)

W-[\*United States v. Virginia\*](#) (1996)

W-[\*Romer v. Evans\*](#) (1996)

W-[\*San Antonio Independent School District v. Rodriguez\*](#) (1973)

W-[\*Plyler v. Doe\*](#) (1982)

**Assignment:**

**W-Take Home Essay I distributed by 5PM**

F-Detailed outline of moot court oral arguments – including annotated case points for argument. Due on Canvas by 11:59PM on Canvas

**Week 8 Oct 6-10 EXAM 1**

**M – Catch Up & feedback on preparation for Moot Court Simulation**

**Assignment:** Take Home Essay Exam due by Mon. night at 11:59pm on Canvas through and plagiarism & AI checks

**W-EXAM!!! 1:30-2:50PM-Take Unit 1 test online-multiple choice (40 points) & identification (35 points) (80 minutes); Covering all chapters in Unit 1 ([C331 Sage Computer Lab](#) – 3<sup>rd</sup> floor close to elevator)**

**Unit II**

**Week 9: Oct 13-17**

**MOOT COURT WEEK**

M – Go over exam – Moot Court expectations – Rear Admiral Kirk Foster – JAG Officer

W – NO CLASS to make up for Saturday arguments.

**SATURDAY, OCT. 18**

**Morning (9AM-12PM – 50-minute slots per 2 teams)**

**Afternoon session (1:00-4PM – 50-minute slots per 2 teams)**

- If you cannot make the Moot Court Simulation on Sat. Oct. 18, you will argue instead during class times on W.

-Members of the Moot Court team will be available to talk with students about issues during M & W class time that week

**Week 10 Oct 20-24**

**M-Lecture:** *All the News that's Fit to Print*

**Readings:** EMW Text, Chapter 7: “Freedom of the Press”

**Cases:**

M-[\*Near v. Minnesota\*](#) (1931)

M-[\*New York Times v. US\*](#) (1971)

M-[\*Nebraska Press Assn. v. Stuart\*](#) (1976)

M-[\*Hazelwood School District v. Kuhlmeier\*](#) (1988)

M-[\*Branzburg v. Hayes\*](#) (1972)

**W-Lecture:** *Speech for me, but not for thee: Regulating libel, the press, obscenity*

**Readings:** EMW Text, Chapter 8: “The Boundaries of Free Expression, Libel Obscenity and Emerging Areas of Government Regulation

**Cases:**

W-[\*New York Times v. Sullivan\*](#) (1964)

W-[\*Hustler Magazine v. Falwell\*](#) (1988)

W-[\*Roth v. US\*](#) (1957)

W-[\*Miller v. California\*](#) (1973)

W-[\*New York v. Ferber\*](#) (1982)



W-[\*Reno v. ACLU\*](#) (1997)

W-[\*Brown v. Entertainment Merchants Association\*](#) (2011)

#### Week 11 Oct 27-31

M-Lecture: *Losing my religion: The impact of the (dis)establishment of religion*

Readings: EMW Text, Chapter 4 (Establishment 1st): “Religion: Exercise and Establishment”

Cases:

M-[\*Abington School District v. Schempp\*](#) (1963)

M-[\*Lemon v. Kurtzman\*](#) (1971)

M-[\*Zelman v. Simmons-Harris\*](#) (2002)

M-[\*Edwards v. Aguillard\*](#) (1987)

M-[\*Van Orden v. Perry\*](#) (2005) & -[\*McCreary v. ACLU of Kentucky\*](#) (2005)

W-Lecture: Anatomy of the 10 Commandments - Video

W-[\*American Legion v. American Humanist Association\*](#) (2019)

W-[\*Maryland-National Capital Park and Planning Commission v. American Humanist Association\*](#) (2019)

W-[\*Kennedy v. Bremerton\*](#) (2022)

Assignment:

F-Discussion of Cases – Extra credit added to Exam 1

[\*Arkansas Ten Commandments Case\*](#) (2025)

[\*Texas Ten Commandments Case\*](#) (2025)

[\*Louisiana Ten Commandments Case\*](#) (2024)

#### Week 12 Nov 3-7

M-Lecture: *Finding my god: The politics of free exercise doctrine*

Readings: EMW Text, Chapter 4 cont. (Exercise 2nd): “Religion: Exercise and Establishment”

Cases:

M-[\*Sherbet v. Verner\*](#) (1963)

M-[\*Wisconsin v. Yoder\*](#) (1972)

M-[\*Employment Division v. Smith\*](#) (1990)

M-[\*Church of Lukumi Babalu v. City of Hialeah\*](#) (1992)

Readings: EMW Text, Chapter 9: “The Right to Keep & Bear Arms”

W-Lecture: *SCOTUS flexing and bearing their arms*

Cases:

W-[\*District of Columbia v. Heller\*](#) (2008)

W- [\*New York State Rifle & Pistol Association, Inc., et al.\*](#) (2022)

#### Week 13 Nov 10-14

M-Lecture: *How much control does the state have over your body?*

Readings: EMW Text, Chapter 10: “Privacy and Personal Liberty”

Cases:

M-[\*Griswold v. Connecticut\*](#) (1965)

M-[\*Roe v. Wade\*](#) (1973)

M-[\*Dobbs v. Jackson Womens Health Organization\*](#) (2022)

W-[\*Lawrence v. Texas\*](#) (2003)

W-[\*Obergefell v. Hodges\*](#) (2015)

W-[\*Cruzan by Cruzan v. Director of Missouri Department of Health\*](#) (1990)

#### Week 14 Nov 17-21

Lecture: *Voting Rights & Wrongs*

Readings: Epstein and Walker, Chapter 14: “Voting & Representation”



**Cases:**

M-[\*South Carolina v. Katzenbach\*](#) (1966)

M-[\*Reynolds v. Sims\*](#) (1964)

M-[\*Bush v. Gore\*](#) (2000)

M-[\*Shelby Co. v. Holder\*](#) (2013)

M-[\*Crawford v. Marion Co. Election Board\*](#) (2008)

W-[\*Citizens United v. Federal Election Commission\*](#) (2010)

W-[\*McCutcheon et al. v. Federal Election Commission\*](#) (2014)

W-[\*Miller v. Johnson\*](#) (1995)

W-[\*Rucho v. Common Cause\*](#) (2019)

**Week 15** Nov. 24-30 Happy Thanksgiving Break! No Classes

**Week 16 Dec. 3-5 Saturday Dec. 6 10:30 AM- 12:30 PM**

M-Catching up & Final Essay distributed

**W-Reading Day-[See UNT Fall 2025 Exam Schedule](#)** (remember, the final is NOT cumulative) ([C331 Sage Computer Lab](#) – 3<sup>rd</sup> floor close to elevator). You must have Dean's permission to take exam early. [Submit written requests](#) to Dr. King (multiple choice & identification - 90 minutes). Covering all chapters in Unit 2 & NO Moot Court cases

**University of North Texas -- Department of Political Science  
POLICY ON CHEATING AND PLAGIARISM**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in an exam; copying others' exams, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

The misuse of iClicker will be considered a violation of academic integrity and will be treated as cheating. For this class, iClicker is to be used as a learning tool. Misuse includes, but is not limited to, submitting answers for someone who is not in attendance in class, submitting answers when you are absent, having someone else submit answers for you when you are absent, or any other use of iClicker by which you are not submitting your own work in class.

**University of North Texas -- Department of Political Science  
POLICY ON ACADEMIC INTEGRITY**

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review [UNT policy](#). Violations of academic integrity in this course will be addressed in accordance with University policy.

**Academic Integrity Standards and Consequences (06.003):** Academic dishonesty occurs when students engage in behaviors including, but are not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Unauthorized use of artificial intelligence is also prohibited for assignments, materials, or any other class work which is used as part of a grade. Consult with your professor about what constitutes "unauthorized use". A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University

**ADA Policy:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the [Office of Disability Access](#) (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures:** UNT uses the ["Eagle Alert"](#) system to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, refer to Canvas for contingency plans for covering course materials.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the [Code of Student Conduct](#). The university's expectation is for student conduct to apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

**Sexual Discrimination, Harassment, & Assault:** UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced any of these acts of aggression, know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. [UNT has staff members](#) trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Policy Regarding Class Recordings & Student Likenesses:** Sessions in this course will be recorded for students who have an excused absence to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

<b>Policy on Artificial Intelligence (AI) for written materials submitted in this class to ensure Academic Integrity</b>
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As part of my teaching philosophy that is based on a taxpayer theory of education, and as part of an ongoing commitment to promoting the development of 21st-century information literacy and marketable skills for training the next generation, I allow the effective and responsible use of AI tools such as ChatGPT, Bing Chat, Bard, and Grammarly, to facilitate learning and collaboration.

**These tools are to enhance your intellectual work and efficiency, leverage data and information capacity, and increase your understanding about the world around us. Use it and then lose it.**

These tools are not a shortcut, they are to evaluate information search engines provide, and indeed, they are frequently inaccurate. Use at your own risk and learn how to use information that is valid and reliable. Cutting and pasting does not replace learning, thinking critically, nor in-depth reviewing of information by. You do not *learn* material you do not *process* to understand.

UNT policy leaves AI usage at the discretion of each department. Our department leaves it to the instructor. My class policy DOES NOT APPLY TO ANY OTHER UNT COURSE, nor at another university. This policy is being beta tested. I reserve the authority to alter its implementation should incidents occur (48-hours' notice electronically).

Any verbatim copying and pasting of these tools' output and presenting it as your original work to fulfill assignments is considered plagiarism and constitutes a violation of UNT's Academic Integrity Policy. For more information on UNT's evolving training, check out [AI Resource Hub](#).

**AI Usage & Documentation Requirements:** The following guidelines apply to usage.

- **AI with others:** You may collaborate when studying to discuss ideas, share insights, and gather information relevant to the assignment using AI tools.
- **AI Originality:** Each student must always author their own original written materials to be submitted to their Team for the Treasure Hunt assignment through the tools of the UNT Library, if there are concerns, I will talk to you about. KEEP all documentation from UNT libraries.
- **AI for cases discussed in class:** You should use Oyez for reading to prepare for classes. If you want to go deeper in a case assigned for class and to summarize it for preparing notes for the exams, you may use AI to summarize cases. BUT stay focused on the principles addressed IN CLASS those will be ON THE EXAM.
- **Organizing Arguments for Moot Court:** AI can assist in structuring your arguments and organizing content.
- **Summarizing Material:** AI may help in summarizing and helping explain key points from documents and concepts for moot court, particularly in bullet points or concise formats which are better for the arguments you develop. Remember will have to present-be sure to KNOW what you are talking about.
- **Exam Usage:** You may NOT use AI AT ALL to generate an outline for your exam essays, nor to write your essay. You may, however, meet with classmates to brainstorm ways to approach the fact pattern analysis for the exam, but no one can use AI to brainstorm. All writing must be your own and will be submitted through the Plagiarism/AI checker on Canvas, and other tools I use.
- **Accountability:** You alone are responsible for all inaccurate information generated through AI or provided to you by your research team. You are responsible for verifying all information in your assignment.
- **Editing:** AI tools such as Grammarly may be used for grammar and spelling corrections.

### University of North Texas – UNT Resources

[UNT's Dean of Students](#) offers a range of on- and off-campus resources to support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT's Student Advocate and can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office [940-565-2648](tel:940-565-2648). You are not alone. We are here to help.

### Incomplete (I) Information for Federal/State Laws:

Requests for Incompletes (I) at any time during the semester can be made to the Dean of Students office, Title IX Coordinator, or Survivor Advocate due to circumstances regarding Title IX (Including Pregnancy & Parenting), the Americans with Disabilities Act or Active-Duty Military in compliance with federal and state laws. All efforts will be made to accommodate student needs as the highest priority. It is the responsibility of the student to contact the instructor

and meet the expectations to ensure completion of the course within the one year extension and follow [Registrar guidelines](#).

### **Physical and Mental Health Resources:**

UNT provides physical and mental health resources to students to ensure there are numerous outlets to turn to for the care you need, regardless of the issue or its severity. If you are experiencing any symptoms of [COVID-19](#) please seek medical attention from the Student Health and Wellness Center or your health care provider PRIOR to coming to campus. While participation is an important part of this class, your health and wellness are more important. Below are on-campus resources to support your academic success and mental well-being:

1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201 (940)-565-2333  
M-Th: 8:00am-5:00pm / F 9am-5pm - [Telehealth appointments available](#)
2. Counseling and Testing Services (free of charge to UNT students), 801 N. Texas Blvd, Suite 140 Denton, Tx 76210  
Suite 140 (940)-565-2741 (M-F: 8:00am-5:00pm) - [Telehealth appointments available](#)
3. UNT CARE Team (940) 565-2648 [careteam@unt.edu](mailto:careteam@unt.edu): <https://studentaffairs.unt.edu/care>.
4. [Psychiatric Services](#) (940) 565-2333
5. [Individual Counseling](#)\* (940) 369-8773

\*These Services are free of charge to UNT students

If at any time you are feeling lonely or having thoughts of self-harm, consider reaching out;

-NATL Suicide Hotline: 800-273-8255

-Denton County MHMR Crisis Line: 800-762-0157

-Denton Count Friends of the Family Crisis Line: (940)-382-7273

-UNT Mental Health Emergency Contacts:

- During Office Hours (M-F 8am-5pm): (940)-565-2741
- After Hour Calls: (940)-565-2741
- Crisis Text Line: Text CONNECT to 741741
  - [Live Chat for suicide prevention](#)

If you are concerned, anxious, or nervous about reaching out on your own, please feel free to reach out to me so we can work through this together. I can make referrals to specific people that can help guide you through the process in difficult times. I repeat, you are not alone.

### PSCI 4210.001 Statement of Compliance-Fall 2025

Name: \_\_\_\_\_ E-mail (must be my.unt.edu): \_\_\_\_\_

College Phone: (    ) \_\_\_\_\_ Home Phone: (    ) \_\_\_\_\_

If another student or faculty member requests your phone or email, do I have your permission to provide this information?  
College YES NO Home YES NO

Year in school: \_\_\_\_\_ Transfer (if so, which school): \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

What law related courses have you taken (just list the general subject area and level)

Are you planning on attending law school YES / NO

Do you have access to the Web at home? YES / NO

Do you have access to email at home? YES / NO

This certifies that I have read the syllabus and understand the requirements for the course. I also understand the Policy on Academic Integrity and Artificial Intelligence, and that I am bound by the Code of Student Conduct regarding acceptable behavior. I have read the materials listed on the syllabus regarding both policies and understand that sanctions can be imposed if violated. I verify that all work done in this class will be my own, that I will cite or quote sources when I draw from other human or AI material, and that I will present only accurate and truthful information to the professor. I understand that violating the policy can result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings and dismissal.

I further understand that this course relies on integrating course materials with regular usage of on-line technology that will be necessary to fully achieve successful results. I am comfortable with using multi-media platforms, both in and out of the classroom, and I am willing to contact the UIT Helpdesk (940) 565-2324 if I need computer access assistance.

I further understand that my grades and clicker scores are posted bi-weekly. If I do not challenge a score or provide documentation within two calendar weeks of what I believe is an inaccurate grade, I may be unable to challenge the grade later in the semester. I do not lose the right to challenge my grade AFTER the semester is over through the appeal process.

If you do not agree to these terms, please see the instructor as soon as possible.

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_