

LSTD301

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : LSTD301 **Title :** Constitutional Law

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is an introduction to Constitutional Law, the Supreme Court, and other aspects of the legal system using the case analysis approach. Its concentration is on the study and analysis of United States Constitution. It emphasizes an in-depth study of the Bill of Rights, specifically those rights pertaining to Civil Liberties. Topics include: the historical events that led to the development of the Constitution; principles governing the operation of the Constitution and the role of the U.S. Supreme Court and the Judiciary; characteristics and powers of the three branches of government; development of due process and individual protections to include right to speech, freedom of religion, right to bear arms, right to vote, and right to counsel.

Course Scope:

LSTD301 is a study and analysis of United States Constitutional Law. This course is rooted in the conviction that constitutional law is an intricate blend of politics, history, and competing values. Even though judicial decisions are couched in language and methods used by lawyers, the judiciary is the place where law and politics meet. Constitutional interpretation represents the choices made about the meaning of the Constitution. These choices in turn affect the operation of the political system, define individual rights and freedoms, and influence the quality of life that Americans enjoy. The decisions of the Supreme Court embody decisions among hard and consequential alternatives over two centuries.

Objectives

After completing this course the Student will be able to:

1. Describe how and why the Constitution developed.
2. Analyze the role and authority of the U.S. Supreme Court.
3. Explain the various rights provided to United States Citizens by the U.S. Constitution, Amendments, Bill of Rights, and various U.S. Supreme Court decisions.
4. Specify the Civil Liberties US Citizens are afforded by the US Constitution.

5. Outline the Civil Rights provided by the US Constitution and the Amendments.
 6. Research and write a legal brief of a Court decision.
 7. Distinguish between the various exceptions to the 4th Amendment requirements.
 8. Analyze the Constitutional Right to Privacy and the how the Court's determine when this right is violated.
 9. Outline the provisions of the 2nd Amendment.
 10. Interpret the various Constitutional Amendments and U.S. Supreme Court rulings as they relate to criminal proceedings.
 11. Analyze the 8th Amendment and the Right Against Cruel and Unusual Punishment and the how the Court's determine when this right is violated.
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Outline

Week 1:

Topic

1. The Constitution.
2. The History of the Constitution.

Required Reading

Please complete all the reading in the Lesson for week 1, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-1: Describe how and why the Constitution developed.

CO-2: Analyze the role and authority of the U.S. Supreme Court.

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LO-1: Identify the purpose and mission of the US Supreme Court.

LO-2: Describe the historical roots of the US Constitution.

LO-3: Assess the need to balance the powers and restraints of the Judiciary.

LO-4: Give examples of "judicial review".

LO-5: Define the constraints on judicial power.

Assignments

(1) Post your introduction in the Introduction Forum by Wednesday and respond to at least two of your classmates' introductions by Sunday.

(2) Respond to the question posted in the Week 1 Forum by Wednesday and respond to at least two of your classmates' postings by Sunday.

Week 2:

Topic

1. The Bill of Rights and Amendments 11 through 27.
2. The Supreme Court & Constitutional Interpretation.

Required Reading

Please complete all the reading in the Lesson for week 2, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-3: Explain the various rights provided to United States Citizens by the U.S. Constitution, Amendments, Bill of Rights, and various U.S. Supreme Court decisions.

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LO-6: Summarize the history and purposes of the Bill of Rights.

LO-7: Assess the *Incorporation Doctrine*.

LO-8: Define “religion” as it relates to the Constitutional Right of Free Exercise.

LO- 9: Define the elements of the *Establishment Clause*.

Assignment

Respond to the question posted in the Week 2 Forum.

(Initial Post due **Wednesday** and 2 replies due Sunday of this week)

Week 3:

Topic

1st Amendment:

Freedom of Speech & Freedom of Religion.

Required Reading

Please complete all the reading in the Lesson for week 3, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-4: Specify the Civil Liberties US Citizens are afforded by the US Constitution.

CO-5: Outline the Civil Rights provided by the US Constitution and the Amendments.

CO-6: Research case law and write a legal brief of a Court decision.

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LO-10: Define the Constitutional Rights afforded through the Freedom of Speech, Assembly and Association.

LO-11: Classify the various types of tests and Constitutional guidelines the Courts use in Freedom of Speech cases.

LO-12: Differentiate between “content” and “context” of various types of speech.

LO-13: Describe the nature and role of the concept of “Prior Restraint”.

LO-14: Demonstrate how the government controls press content.

Assignment

(1) Respond to the question posted in the Week 3 Forum.

(Initial Post due **Wednesday** and 2 replies due Sunday of this week)

(2) Submit Assignment #1, the case brief. See the Assignment Tab in the classroom for more details.

Week 4:

Required Reading

Please complete all the reading in the Lesson for week 4, found in the Lesson section of the classroom.

Assignment

MIDTERM – Essay Exam

Take the midterm exam covering Weeks 1-4. The midterm is untimed, open book and may be opened more than once. Best of luck!

Week 5:

Topic

4th Amendment:

The Right to Privacy.

2nd Amendment: Right to Bear Arms.

Required Reading

Please complete all the reading in the Lesson for week 5, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-7: Distinguish between the various exceptions to the 4th Amendment requirements.

CO-8: Analyze the Constitutional Right to Privacy and the how the Court’s determine when this right is violated.

CO-9: Outline the provisions of the 2nd Amendment.

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LO-15: Examine the Constitutional requirements of the 4th Amendment.

LO-16: Analyze the various Constitutional provisions relied upon by the court to prohibit child pornography.

LO-17: Asses the Constitutionality of shielding children from access to sexually explicit material.

LO-18: Describe the Court’s initial interpretations of the Right to Bear Arms.

LO-19: Summarize the Court's opinion on the Right to Bear Arms articulated in the recent Heller case.

Assignment

Respond to the question posted in the Week 5 Forum.

(Initial Post due **Wednesday** and 2 replies due Sunday of this week)

Week 6:

Topic

5th Amendment: The Rights of the Accused.

6th Amendment:

The Right to Counsel and Fair Trial.

Required Reading

Please complete all the reading in the Lesson for week 6, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-10: Interpret the various constitutional Amendments and U.S. Supreme Court rulings as they relate to criminal proceedings.

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LO-20: Analyze the various foundations of the Right to Counsel.

LO-21: Describe the various Constitutional rights of an accused.

LO-22: State the current Court ruling on when an accused has a Right to Counsel.

LO-23: Summarize the Constitutional Right of a fair trial.

LO-24: Describe the 5th Amendment Right against Self-Incrimination.

Assignment

(1) Respond to the question posted in the Week 6 Forum.

(Initial Post due Wednesday and 2 replies due Sunday of this week)

(2) Submit Assignment #2, the case brief. See the Assignment Tab in the classroom for more details.

Week 7:

Topic

8th Amendment.

The Right Against Cruel and Unusual Punishment.

Required Reading

Please complete all the reading in the Lesson for week 7, found in the Lesson section of the classroom.

Course/ Learning Objectives

CO-11: Analyze the 8th Amendment and the Right Against Cruel and Unusual Punishment and the how the Court's determine when this right is violated.

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LO-25: Summarize the history of the Right Against Cruel and Unusual Punishment.

LO-26: Analyze the function of the 8th Amendment.

LO-27: Compare and contrast the various types of Constitutionally prohibited forms of punishment.

LO-28: Analyze how the 8th Amendment is applied to minors and those with a diminished mental capacity.

Assignment

Respond to the question posted in the Week 7 Forum.

(Initial Post due **Wednesday** and 2 replies due Sunday of this week)

Week 8:

Required Reading

Please complete all the reading in the Lesson for week 8, found in the Lesson section of the classroom.

Assignment

Final Exam -

The final exam covers week five through week 8 of the course. This is an open book, untimed essay exam.

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Evaluation

MESSAGING IN THE CLASSROOM:

Contact between students and instructor can occur by using the message function in the classroom to message the instructor. Students are expected to maintain routine contact with the instructor throughout the course. The number of these contacts may vary according to the specific course and individual student need. If you have not received a response from your instructor within 48 hours, please follow up, as the message may not have been received.

ASSIGNMENTS:

The assignments will consist of seven (7) forum postings and two (2) written assignments (legal briefs). The assignments are geared to help students prepare for the midterm and final exam.

Forums:

You **MUST** post an introduction in that forum before midnight on Sunday of the first week. Your introduction must be between 200-250 words. It's designed to accomplish two things: 1) build peer-to-peer relationships by introducing oneself and one's background to the class; and 2) articulate individual student learning goals and/or expectations for the class. The student handbook registration section reads:

All students are required to log into each of their courses during Week One and to submit a class forum post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. The first week of classes runs from the day the course opens until 11:59 p.m. (Eastern Time) on the first Sunday of that week. At the beginning of Week Two, students who did not submit this forum post during Week One and did not submit an official online form to voluntarily withdraw from the course will be dropped. Those who wish to continue taking classes with us may register for courses in a future session. Detailed information on course drops is located in the Drop/Withdrawal Policy section of the Student Handbook.

Each week's forum posting is worth 100 points. For full credit, you must respond to at least two of your classmates' postings for each week/ topic. Please submit your initial response to the Forum topic by **Wednesday** (except for week 1, when the deadline is **Sunday**) at midnight so your classmates can respond to your posting by Sunday. Post your responses to your classmates by the end of the week, Sunday at midnight.

LEGAL BRIEF:

Students are required to submit two legal briefs. Please see details for the requirements of the brief under the assignment tab for week 3 & week 6 in the classroom. Each brief is worth a possible one hundred (100) points. Both briefs together are worth twenty percent (20%) (10% each) of your final grade.

Note: All written submissions are required to be DOUBLE SPACED. Please see the writing expectations paragraph located in the Policies section of the syllabus for more information. Your briefs will be graded using a Rubric. This will help with your understanding of what constitutes the grade assigned to your brief.

FINAL AND MIDTERM EXAMINATIONS:

The midterm and final exams will be taken open "source" meaning that you are use any of the required web sources in this course to complete the exams. The exams will be posted in the electronic classroom under "Tests & Quizzes."

Grading:

Name	Grade %
Midterm	25.00 %
Mid-term 2018	25.00 %
Final Exam	25.00 %
Final Exam 2018	25.00 %
Forums	29.00 %
Week 1	4.83 %
Week 2	4.83 %
Week 3	4.83 %
Week 5	4.83 %
Week 6	4.83 %
Week 7	4.83 %
Legal Brief	20.00 %
Week 3 - Case Brief	10.00 %
Week 6 - Case Brief	10.00 %
Introduction Forum	1.00 %
Introduction Forum	1.00 %

Materials

Book Title: Bluebook: Uniform System of Citation, 20th ed. - available online through the APUS Online Library: <http://ezproxy.apus.edu/login?url=https://www.legalbluebook.com>

Author: Harvard, Columbia Law Review

Publication Info: Harvard, Columbia Law Review

ISBN: 9780692400197

Book Title: Various resources from the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: N/A

Publication Info: N/A

ISBN: N/A

Note that this course does not have a textbook or ebook. All of the material, required reading, for this course is found in the Lessons section of the classroom.

Course Guidelines

Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and neat. They should use correct grammar and checked for spelling and other errors prior to submission. Specific details are provided in the assignment section as assignment formats vary. Uploaded documents in the assignment section should be in word (.doc, .docx) format. Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will automatically analyze a paper and report instances of potential plagiarism or overuse of quotes for the student to edit before submitting it for a grade. The expectation is that the writing will be in your words after analysis of the sources.

Citation and Reference Style

The central function of legal citation is to allow the reader to efficiently locate the cited source. All courses in the Legal Studies program require that any narrative essay or composition format follow the legal citation guidelines set forth in The Bluebook: A Uniform System of Citation. Do not purchase The Bluebook, as it is available at the APUS library. Use this link to access: <http://ezproxy.apus.edu/login?url=https://www.legalbluebook.com>

However, if the student is not a Legal Studies major, they may use the citation style of their major. It must be consistent throughout.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Deductions

Late forum posts, assignments, and exams may be penalized five (5) points per day.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :))

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Legal Studies Program Guide: This should be your starting point as you explore the resources available for the Legal Studies Program! <https://www.apus.edu/apus-library/online-research/research/research-guides/school-of-security-global-studies/legal-studies-paralegal-studies>

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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