

# POLS 3351: Civil Rights & Liberties

## Spring 2024

### Section 001

Department of Social Sciences  
Texas A&M University- Corpus Christi

## 1 Instructor Information

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Office Hours: Mondays: 12:00pm-2:00pm  
Wednesdays: 1:00-3:00pm  
Fridays: 11:00-1:00pm  
and by appointment  
Class Location: Bay Hall 206  
Course Time: 9:00-9:50 MWF

## 2 Course Description and Purpose

American politics plays by certain basic rules. For instance, we cannot censor unpopular political speech. The police cannot question a suspect without advising him/her of his/her rights. But what about when someone shouts “Bomb!” in an airport and induces a panic? What is someone utters hate speech? Can speech be punished then? What if a suspect refuses to acknowledge the police advising him/her of the right to an attorney? May the police then proceed with questioning? Through addressing these difficult questions over the past 230 years the U.S. Supreme Court has developed the contours of civil rights & liberties. These rights & liberties form the bedrock groundrules of American political life on what the government may not do and what it must do. We will spend a majority of the semester on the First and Fourteenth Amendments, though we will also discuss other amendments, such as the Second, Fourth and Eighth Amendments. Special emphasis will be placed on evaluating how the United States Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.

I expect that when you have completed this course you will have a strong understanding of the role the Bill of Rights plays in American political and social consciousness. You will emerge with a clearer picture of how Supreme Court interpretations of key provisions of the Constitution affect our political structure and social relationships.

Another primary purpose of this course is to improve your critical reading, writing, and organizational skills. Toward that end, this course will emphasize writing succinctly in the form of legal briefs. You will learn to brief Supreme Court cases, and exams will evaluate your ability to extrapolate from the cases themselves and construct arguments that demonstrate a knowledge of the concepts behind the cases. If you are planning on law school, this skill will be very valuable. Otherwise, you will still benefit from learning how to succinctly communicate the often dry and complex content of court decisions. In addition, emphasis is placed on classroom participation and critical discussion of the readings.

## Student Learning Outcomes

On completion of this course students will be able to:

1. Recall basic facts related to civil rights & liberties case law
2. Describe the evolution of civil rights & liberties case law at the U.S. Supreme Court.
3. Describe the major doctrinal ideas in civil rights & liberties case law
4. Be able to read & brief appellate court decisions

## Core Objectives

The Three Core Objectives related to this course are: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility. By the end of the semester the course will have met these objectives:

1. By having the students engage in critical thinking activities related to the Constitution, case law, and the role of political preferences in the evolution of case law.
2. By having students write legal briefs for the cases on the syllabus.
3. By having students consider the dissenting opinions and multiple view points on the proper course of civil rights & liberties case law.

## 3 Course Format

This course is largely centered on decisions of the U.S. Supreme Court. We will read summaries of issue areas, along with a handful of landmark cases from each issue area. Class will consist of a combination of lecture and discussion of the readings and the legal reasoning of the Court. In order for this format to work, it is imperative that you read the material in advance.

## 4 Requirements

### Text

There is one required book, which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule.

The book is available at the campus bookstore, although it is available at a *substantially* lower rate online. To this end, I provide the ISBN for the book below and have placed all of the first week's readings on Blackboard to allow for shipping time. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place the book on course reserve at the library.

1. Epstein, Lee, Kevin T. McGuire, and Thomas Walker. 2019. *Constitutional Law for a Changing America: Civil Rights and Liberties*. 11<sup>th</sup> edition. Congressional Quarterly Press: Washington.  
**ISBN-13:** 978-1544391250

## Assessment

This course is worth 100 points which are broken up over several different items

- Quizzes: 10 points
- Case Briefs: 20 points
- Mock Supreme Court: 25 points
- Exams: 35 points
- Participation & Attendance: 10 points

1. **Quizzes (10 points)**— Most weeks throughout the semester will have an associated Blackboard quiz. All quizzes are due Mondays at 9:00am, which is to say just before class begins. The quiz will cover material from the previous two class periods and that Monday's readings (which includes the Monday readings we haven't discussed in class just quite yet). All quiz questions are multiple choice and open note. Since the quizzes are timed at 10 minutes, it is a good idea to review your notes and readings before you begin the quiz. The quizzes are designed such that if you do the readings and pay close attention to the lectures, the quizzes should be easy. A full schedule of quiz dates is available on Blackboard. **Quizzes taken after the deadline will not count.**
2. **Case Briefs (20 points)**— This course does not have a research paper; instead you will brief, which is to say write a legal summary, of select cases throughout the semester. Additionally, briefing will help you better understand the cases, and make studying for the exams easier. Early in the semester I will go over the proper format for briefs as well as provide examples. All briefs must be typed and turned in as a hard copy *and* be uploaded to Blackboard. **I do not accept briefs via e-mail. Late briefs will not be accepted.** On most weeks, there is a brief specified for completion on Thursday. I will not collect every brief, but I will randomly choose six briefs over the course of the semester which I will grade. Each brief is worth 4% of your final grade, meaning you can safely skip one brief- or do all six briefs for extra credit. Please see the separate "Brief How-to" guide for more information.
3. **Mock Supreme Court (25 points)**—Toward the end of the semester, we will conduct a moot court. Each person will be assigned a different role, ranging from attorney to member of the Court. What precisely you do will vary. For instance, if you are one of the attorneys, you and your team must prepare a brief for the Court and present oral arguments. If you are a justice, you must ask questions of the attorneys during oral arguments and help your fellow justices write the opinion or dissent. If you are a reporter, you must report on the legal proceedings in a way accessible to the lay person, while still retaining all of the legal nuance. Please see the separate "Mock Supreme Court" handout.
4. **Exams (35 points)**— There are two exams, the first is worth 15 points. The second is worth 20 points. Exams consist of hypotheticals and essays. One week before the exam, I will post to Blackboard three essay questions and three essay prompts. On exam day two essays and two hypotheticals will appear on the exam. You must write on one of the essay questions and one of the hypotheticals. For more information see the separate Exam Overview guide.

For now, the midterm exam will be on Friday March 1. The final exam is in the time slot designated by the University. Both exams are in-person.

5. **Participation and Attendance (10 points)**– As a 3000 level class, participation is vital for you to grasp the material. You are expected to come to class, actively participate in the discussion, comment on the readings, and engage the comments other students make. However, coming to class is only half the battle. You also have to participate in class. Of course, asking informed questions or joining the classroom discussion is a part of participation, but so too is actively listening (ie: Are you taking notes and paying attention or are you sleeping and texting?).

### Assessment Scale

|           |            |            |            |          |
|-----------|------------|------------|------------|----------|
| A: 90-100 | B: 80-89.9 | C: 70-79.9 | D: 60-69.9 | F: <59.9 |
|-----------|------------|------------|------------|----------|

### Disclaimer

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive. Some examples include same-sex marriage, gun control, protest movements, and transgender rights. These topics are included because we cannot adequately study civil rights & liberties without covering them. My personal policy is to remain neutral (I'm a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic.

## 5 Course Policies

### Contacting the Instructor

I am happy to help you either via e-mail, office telephone, or in-person during office hours. Of course, if office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. Should you not hear from me after 48 hours, feel free to send a follow-up. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message. Telephone calls will be returned as soon as possible, though e-mail is usually quicker. Please note, the phone number listed is my office phone; it cannot receive text messages.

### Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper. The onus is on the student for a make-up exam. I will not seek you out to let you know you missed an exam.

Papers are due in hard copy at the beginning of the class on the date indicated in the schedule. I will not accept e-mail copies or papers placed under my door. Please do not be afraid to print multiple rough drafts and revise them before turning them in. I am happy to look at drafts and help you with crafting your final paper. I do not accept excuses about dogs, computers, or traffic. Be responsible.

## Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: [http://judicialaffairs.tamucc.edu/assets/procedure\\_academicmisconductcases.pdf](http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf)

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university's policy on academic dishonesty, please see the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note "plagiarism" includes intentionally, knowingly, or carelessly presenting the work of another as one's own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

### Students with Disabilities

I fully adhere to the University policy at <https://www.tamucc.edu/faculty/faculty-affairs/assets/syllabi-statements.pdf>

### Student Grade Appeals

I fully adhere to the University policy at <https://www.tamucc.edu/faculty/faculty-affairs/assets/syllabi-statements.pdf>

### Campus Emergencies

I fully adhere to the University policy at <https://www.tamucc.edu/faculty/faculty-affairs/assets/syllabi-statements.pdf>

### Civil Rights Reporting

I fully adhere to the University policy at <https://www.tamucc.edu/faculty/faculty-affairs/assets/syllabi-statements.pdf>

### Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center using DegreeWorks. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted.

- **For all students with 0-45 hours earned** you will be advised by the **Islander Advising Center**: University Services Center (1st Floor), 361-825-3453.
- **For CLA students with more than 45 hours earned** you will be advised by the **CLA Academic Advising Office**: Faculty Center 148, 361-825-3466.

For all other colleges with more than 45 hours earned, you will be advised by the Advising Center that oversees your major:

- **College of Business**: OCNR 120, 361-825-2653
- **College of Education and Human Development**: FC 201, 361-825-2662
- **College of Nursing and Health Sciences**: IH (3rd Floor), 361-825-2799
- **College of Science and Engineering**: CI 350D, 361-825-3928

## Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to **University Center 324** and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a PowerFormSigner online. **April 8, 2024** is the last day to drop a class with an automatic grade of “W” this term.

## Statement of Academic Continuity

In the event an unforeseen academic disruption, such as a major hurricane, prevents class from being held on the campus of Texas A&M University-Corpus Christi; this course would continue via Blackboard and/or university email. In addition, the syllabus and class activities may be modified to allow continuation of the course. University email accounts will be the official mode of communication for this course and campus announcements. Students should be checking their university email account and opt into the University Code Blue emergency alert system.

## Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VIII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

## Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

## Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement

- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

### Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

### Timeline for Assignment Return

Generally, I will return assignments to you at the next class period (e.g. if the assignment is due on a Friday, you will get it back the following Monday). Should I not be able to return the assignment by the next class period I will advise the class via e-mail about the timeline (it should never exceed one week).

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

## 6 *Tentative* Course Schedule

A few notes about reading the course schedule:

- “*Epstein*” refers to the required Epstein, McGuire, & Walker book
- “(B)” means that reading can be found on Blackboard

## Course Introduction & Supreme Court Basics

Monday, January 15– **MARTIN LUTHER KING JR. DAY**

- *No class*

Wednesday, January 17– Introduction to the Course

- *No readings*

Friday, January 19– Supreme Court Basics

- Epstein: 11-44

Monday January 22– Judicial Review

- Epstein: 43-64. **Cases:** *Marbury v. Madison* (1803), *Ex Parte McCordle* (1869)

Wednesday January 24– How to Brief a Case

- *See briefing handout, reread Marbury* from January 22

## The First Amendment: The Religion Clauses

Friday, January 26– Free Exercise

- Epstein: 95-106. **Cases:** *Cantwell v. Connecticut* (1940)

Monday, January 29– Free Exercise (cont.)

- Epstein: 106-115. *Sherbert v. Verner* (1963), *Wisconsin v. Yoder* (1972)

Wednesday, January 31– Recent Developments in Free Exercise

- Epstein: 115-126. **Cases:** *Employment Division v. Smith* (1990), *Church of Lukmimi Babluaye v. City of Hilaleah* (1993)

Friday, February 2– The Establishment Clause

- Epstein 127-137 **Cases:** *Everson v. Board of Education* (1947), *Abington v. Schempp* (1963)

Monday, February 5– The *Lemon* Test

- Epstein 137-151 **Cases:** *Lemon v. Kurtzman* (1971), *Zelman v. Simmons-Harris* (2002)

Wednesday, February 7– Establishment in Schools & the Broader Public

- Epstein 151-162 **Cases:** *Edwards v. Aguillard* (1987), *Lee v. Weisman* (1992), *Greece v. Galloway* (2014)

Friday, February 9– State Religious Displays & Endorsements

- Epstein 162-179 **Cases:** *Van Orden v. Perry* (2005), *American Legion v. American Humanist Association* (2019), *Hosanna-Tabor Evangelical Lutheran Church v. EEOC* (2012)

### The First Amendment: The Speech Clause

Monday, February 12– Speech in Times of Crisis

- Epstein 181-201 **Cases:** *Schenck v. United States* (1919), *Gitlow v. New York* (1925), *Brandenburg v. Ohio* (1969)

Wednesday, February 14– Offensive Speech

- Epstein 203-216, 230-234 **Cases:** *United States v. O'Brien* (1968), *Texas v. Johnson* (1989), *Chaplinsky v. New Hampshire* (1942)

Friday February 16– Symbolic Speech & The Limits of Free Speech

- Epstein 234-238, 255-261 **Cases:** *Cohen v. California* (1971), *McCullen v. Coakley* (2014), *Snyder v. Phelps* (2011)

Monday February 19– Speech in Schools

- Epstein 222-226, 238-245 **Cases:** *West Virginia v. Barnette* (1943), *Tinker v. Des Moines* (1969), *Morse v. Fredrick* (2007)

### The First Amendment: The Press Clause

Wednesday February 21 March March 3– Prior Restraint

- Epstein: 263-272, 277-281, 283-285 **Cases:** *Near v. Minnesota* (1931), *New York Times v. Sullivan* (1971)

Friday February 23 March March 3– The Boundaries of Free Speech

- Epstein: 272-276, 295-299 *Hazelwood School District v. Kuhlmeier* (1988), *Hustler Magazine v. Falwell* (1988)

Monday February 26– Obscenity

- Epstein 299-316 **Cases:** *Roth v. U.S.* (1957), *Miller v. California* (1973), *New York v. Ferber* (1982)

Wednesday February 28– The Second Amendment

- Epstein 329-339 **Cases:** *U.S. v. Miller* (1939) (**B**), *D.C. v. Heller* (2008)

Friday March 1– **MIDTERM EXAM**

- *Bring a Bluebook or Greenbook.*

## Civil Rights

Monday March 4– From *Plessy* to *Brown*

- Epstein 515-536 **Cases:** *Plessy v. Ferguson* (1896), *Sweatt v. Painter* (1950), *Brown v. Board I* (1954)

Wednesday March 6– From *Plessy* to *Brown* (cont.)

- Epstein 536-539, 543-544, 548-551 **Cases:** *Brown v. Board II* (1955), *Shelley v. Kraemer* (1948) (**p. 591-595**)

Friday March 8– Claims of Racial Discrimination After *Brown*

- Epstein 557-560, 563-578 **Cases:** *Loving v. Virginia* (1967), *Regents of the University of California v. Bakke* (1978) *Students for Fair Admissions v. Harvard* (2023) (**B**)

Monday March 11– **SPRING BREAK: NO CLASS**

Wednesday March 13– **SPRING BREAK: NO CLASS**

Friday March 15– **SPRING BREAK: NO CLASS**

Monday March 18– Women & Intermediate Scrutiny

- Epstein 582-600 **Cases:** *Reed v. Reed* (1971), *Craig v. Boren* (1976), *U.S. v. Virginia* (1996)

Wednesday March 20– Discrimination Based on Sexual Orientation

- Epstein 600-605 **Cases:** *Romer v. Evans* (1996), *303 Creative LLC v. Elenis* (2023) **(B)**

Friday March 22– Discrimination Based on Class & Citizenship

- Epstein 605-616 **Cases:** *San Antonio Independent School District v. Rodriguez* (1973), *Plyer v. Doe* (1982)

Monday March 25– **MOCK SUPREME COURT ORAL ARGUMENTS**

- *No readings*

Wednesday March 27– **MOCK SUPREME COURT ORAL ARGUMENTS**

- *No readings*

## **The Right to Privacy**

Friday March 29– From Private Sexual Conduct to Abortion

- Epstein 341-352, 358-371 **Cases:** *Griswold v. Connecticut* (1965), *Planned Parenthood v. Casey* (1992)

Monday April 1– The Fall of *Roe*

- **Cases:** *Whole Women's Health v. Hellerstedt* (2016) **(B)**, *Dobbs v. Jackson Women's Health* (2022) **(B)**

Wednesday April 3– Same Sex Relationships

- Epstein 372-386 **Cases:** *Lawrence v. Texas* (2003), *Obergefell v. Hodges* (2015)

## **The Rights of the Criminally Accused**

Friday April 5– **NO CLASS**

- *Midwest Political Science Association conference*

Monday April 8– Search and Seizure

- Epstein 399-418 **Cases:** *Katz v. U.S.* (1967), *Florida v. Jardines* (2013), *Carpenter v. U.S.* (2018)

Wednesday April 10– When is a Search Reasonable?

- Epstein 418-433 **Cases:** *Illinois v. Gates* (1983), *Safford v. Redding* (2009), *Terry v. Ohio* (1968)

Friday April 12– The Exclusionary Rule

- Epstein 433-445 **Cases:** *Mapp v. Ohio* (1961), *U.S. v. Leon* (1984), *Hudson v. Michigan* (2006)

Monday April 15– Self Incrimination

- Epstein 445-458 **Cases:** *Escobedo v. Illinois* (1964), *Miranda v. Arizona* (1964)

Wednesday April 17– The Right to Counsel

- Epstein 463-474 **Cases:** *Powell v. Alabama* (1932), *Gideon v. Wainwright* (1963)

Friday April 19– The Sixth Amendment: A Fair & Impartial Jury

- Epstein 474-489 **Cases:** *Batson v. Kentucky* (1986), *Sheppard v. Maxwell* (1966), *Richmond Newspapers v. Virginia* (1980)

Monday April 22– Cruel & Unusual Punishment

- Epstein 492-512 **Cases:** *Gregg v. Georgia* (1976), *McClesky v. Kemp* (1987) (**B**), *Atkins v. Virginia* (2002)

## Voting Rights

Wednesday April 24– Voting Rights

- Epstein 617-633 **Cases:** *South Carolina v. Katzenbach* (1966), *Shelby County v. Holder* (2013), *Crawford v. Marion County* (2008)

Friday April 26– Political Representation

- Epstein 633-641, 645-653 **Cases:** *Reynolds v. Sims* (1964), *Rucho v. Common Cause* (2019)

Monday April 29– **CATCH UP DAY**

- *Class may or many not meet*

**Final Exam in our usual classroom Monday May 6 8:00am-10:30am**

- *Bring a Bluebook or Greenbook.*

## 7 Due Dates & Assignments

- **Week One (01/14)**
  - *Nothing!*
- **Week Two (01/21)**
  - M January 22: *Quiz 1*
  - F January 26: *Brief 1*
- **Week Three (01/28)**
  - M January 29: *Quiz 2*
  - F February 2: *Brief 2*
  - F February 2: *Mock Court Preferences Due*
- **Week Four (02/04)**
  - M February 5: *Quiz 3*
  - F February 9: *Brief 3*
- **Week Five (02/11)**
  - M February 12: *Quiz 4*
  - F February 16: *Brief 4*
- **Week Six (02/18)**
  - M February 19: *Quiz 5*
  - F February 23: *Brief 5*
- **Week Seven (02/25)**
  - M February 26 *Quiz 6*
  - F March 1: *Midterm Exam*
- **Week Eight (03/03)**
  - F March 8: *Brief 6*
- **Week Nine (03/10)**
  - *Nothing! Enjoy Spring Break!*
- **Week Ten (03/17)**
  - W March 20 *Mock Court Briefs Due*
  - F March 22: *Brief 7*
- **Week Eleven (03/24)**
  - M March 25: *Mock Court Oral Arguments*
  - W March 27: *Mock Court Oral Arguments*

- **Week Twelve (03/31)**
  - M April 1: *Mock Court Opinions Due*
- **Week Thirteen (04/07)**
  - F April 12: *Brief 8*
- **Week Fourteen (04/14)**
  - M April 15: *Quiz 8*
  - F April 19: *Brief 9*
- **Week Fifteen (04/21)**
  - M April 22: *Quiz 9*
  - F April 26: *Brief 10*
- **Week Sixteen (04/28)**
  - M April 29: *Quiz 10*
- **Week Seventeen (05/05)**
  - M May 6: *Final Exam*