



COURSE OUTLINE : POL S 114

D Credit – Degree Applicable

COURSE ID 010441

Cyclical Review: October 2019

COURSE DISCIPLINE : POL S

COURSE NUMBER : 114

COURSE TITLE (FULL) : Introduction to the American Legal Tradition

COURSE TITLE (SHORT) : American Legal Tradition

CATALOG DESCRIPTION

POL S 114 is an introduction to law in the United States. It addresses key historical developments and philosophical debates that shape how conflict is resolved. Conflicts in the areas of civil liberties and civil rights, as well as contemporary legal issues, are addressed. This course satisfies a requirement for the Law Pathway program.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Prerequisite: ENGL 100, ENGL 120, or ESL 151, or the equivalent.

Recommended Preparation: POL S 101.



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ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|----------------|---------------|----------------------------|---|----------------|
| 1 | ENGL | 120 | Composition and Reading | Compose thesis-based essays at a first-year college level; | Yes |
| 2 | ENGL | 120 | Composition and Reading | use detailed examples, facts, logical explanations, and other appropriate support for thesis statements; | Yes |
| 3 | ENGL | 120 | Composition and Reading | critically analyze selected prose works dealing with important contemporary issues; | Yes |
| 4 | ENGL | 120 | Composition and Reading | summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions; | Yes |
| 5 | ENGL | 120 | Composition and Reading | gather and organize information through library research; | Yes |
| 6 | ENGL | 120 | Composition and Reading | demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation. | Yes |
| 7 | ESL | 151 | Reading And Composition V | read and critically analyze various academic readings; | Yes |
| 8 | ESL | 151 | Reading And Composition V | summarize readings; | Yes |
| 9 | ESL | 151 | Reading And Composition V | organize fully-developed essays in both expository and argumentative modes; | Yes |
| 10 | ESL | 151 | Reading And Composition V | compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion; | Yes |
| 11 | ESL | 151 | Reading And Composition V | revise writing to eliminate errors in syntax, and grammatical constructions; | Yes |
| 12 | ESL | 151 | Reading And Composition V | employ basic library research techniques; | Yes |
| 13 | ESL | 151 | Reading And Composition V | compose one research paper (1,000 words) or two short research papers (500-700words each) with citations. | Yes |
| 14 | POL S | 101 | Introduction To Government | describe the theoretical basis of government; | Yes |
| 15 | POL S | 101 | Introduction To Government | describe and evaluate the impact of federalism; | Yes |
| 16 | POL S | 101 | Introduction To Government | analyze the elements of the federal Constitution and the California Constitution; | Yes |



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| 17 | POL S | 101 | Introduction To Government | evaluate the basic institutions of American government and the State of California; | Yes |
| 18 | POL S | 101 | Introduction To Government | evaluate political processes such as elections and interest groups affecting American government and California; | Yes |
| 19 | POL S | 101 | Introduction To Government | critique selected public policies; | Yes |
| 20 | POL S | 101 | Introduction To Government | analyze the role of culture, diversity, and ideology in shaping public opinion and public policy in the United States and California. | Yes |
| 21 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone; | Yes |
| 22 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence; | Yes |
| 23 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form; | Yes |
| 24 | ENGL | 100 | Writing Workshop | write a summary of a contemporary article or story with correct citation techniques; | Yes |
| 25 | ENGL | 100 | Writing Workshop | write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization; | Yes |
| 26 | ENGL | 100 | Writing Workshop | write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations; | Yes |
| 27 | ENGL | 100 | Writing Workshop | write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques; | Yes |
| 28 | ENGL | 100 | Writing Workshop | write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings; | Yes |
| 29 | ENGL | 100 | Writing Workshop | write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist; | Yes |
| 30 | ENGL | 100 | Writing Workshop | proofread and edit essays for content, language, citation, and formatting problems. | Yes |



EXIT STANDARDS

- 1 Describe the U.S. Constitutional framework including the structure of government and federalism;
- 2 explain the relationship between federalism and the law and incorporation of the Bill of Rights;
- 3 compare and contrast the concepts of civil liberties and civil rights and the conflicts and legal resolutions related to them;
- 4 identify the constitutional provisions that establish the concepts of political equality;
- 5 identify and explain the significance of current conflicts and cases under consideration by the Supreme Court.

STUDENT LEARNING OUTCOMES

- 1 Critically analyze and evaluate the American legal system and the key debates that have shaped constitutional law over time
- 2 Apply legal precedent and tests to judicial case studies

COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|---|---------|-----|-------------|
| 1 | Origins of Resolution of Conflict in the United States <ul style="list-style-type: none"> • Common Law Tradition • The United States Constitution • The Bill of Rights • Incorporation | 10 | 0 | 10 |
| 2 | Structure of US Government and the Legal System <ul style="list-style-type: none"> • Separation of Powers • Federalism • State and Local Law • The Federal Court System | 6 | 0 | 6 |
| 3 | Conflicts of Rights: Civil Liberties <ul style="list-style-type: none"> • Freedom of Religion • Freedom of Speech • Freedom of the Press • Right to Bear Arms • Rights of the Criminally Accused | 10 | 0 | 10 |
| 4 | Legal Equality <ul style="list-style-type: none"> • Equal Protection Clause • Due Process | 8 | 0 | 8 |



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| 5 | Civil Rights Conflicts <ul style="list-style-type: none"> • Discrimination • Voting • Representation | 10 | 0 | 10 |
| 6 | Current Conflicts and Controversies <ul style="list-style-type: none"> • Substantive Due Process • Executive Power • Immigration and the Law • Unions and the Law • Politicization of the judicial system: elections and campaign spending | 10 | 0 | 10 |
| | | | | 54 |

OUT OF CLASS ASSIGNMENTS

- 1 legal brief (e.g., prepare a legal brief for the Tinker v. Des Moines);
- 2 online assignments completed with an approved LMS (e.g., respond on a discussion board about Brown v. Education);
- 3 research assignment (e.g., short paper about one current issue before the Supreme Court).

METHODS OF EVALUATION

- 1 in-class student presentations;
- 2 unit exams and a final exam.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



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TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | IBSN | Date |
|---|-------------|----------------------|----------------|---------------|---------------|----------------|-------------|
| Constitutional Law for a Changing America | Required | Sage Press | 10 | Print | Epstein, L. | 978-1506380308 | 2015 |
| American Law and Legal Systems | Required | Routledge | 8 | Print | Calvi, J. | 9781138654396 | 2016 |
| Essential Supreme Court Decisions | Required | Rowman & Littlefield | 17 | Print | Vile, J. | 1538111969 | 2018 |