

Constitutional Law

With [Jason Leggett](#)

this presentation can also be made available with audio and guided hyperlinks.

What can you remember?

January 4th

- **Diagnostic:** reading comprehension - 33-35 in Our Declaration - multiple choice - 5 questions.
- **Structured Learning Opportunity:** in groups, complete worksheet covering overview and rules of the game, [Plessy v. Ferguson](#)- participation, attendance, late work and due dates.
- **Lecture:** a description of structural equality and a caution against ideology and how bounded rationality influences decision making and a brief introduction to civic identity and agency studies: narrative, thinking friends, common belief, action.
- **Exit card:** what is different in this class so far from other classes? What is similar? Estimate your final grade:
- **Open**

Complete

- Required
- Ungraded
- Informative for individualized assessment
- [Pedagogy responses](#) by next class,
- [education as civic right, using google scholar](#) **due** February 3rd.
- Read [Scott v. Sandford](#) opinions for group work for next class.

What do you Understand?

January 11th

- **Our Declaration 'Epilogue' Reading Comprehension Quiz:** essay response - explain - what do you imagine Danielle Allen's argument for equality to be in your own words in the following order: short answer, evidence from reading, possible explanations of equality that agree or disagree with her.
- **SCOTUS opinion:** Scott v. Sandford.
- **Thematic Problem:** how can criminal justice institutions serve as a balance against injustice and inequality, if at all?
- **SLO:** dred Scott arguments in groups main point, argue for or against or design a third way
- **Lecture:** CRJ institutions : rule of law and due process questions.
- **Exit card:** explain one feature of a crj institution subject to constitutional violations.

Complete

- **Google forms SLO:** [education as civic right](#)
- **Read [Brown v. Board](#)** and bring to class one or two arguments from the case you either agree with, disagree with, or think you can find a third way for group work.

Apply your learning

January 25th.

- **Our Declaration Quiz:** up to page 142- in groups- fill in the blank and true false - focused on equality.
- **SCOTUS opinion:** Brown v. Board: in groups use a stare decisis argument (previous case rules/holdings) for or against desegregating schools or find a third way and be prepared to share your arguments.
- I will be providing you individually with a wow and a wonder and we will discuss our final expectations and check in with our teaching and learning process.

Complete

- **Google forms SLO:** using [Google Scholar for public legal education](#)
- Prepare for 5 paragraph guided question essay response to Our Declaration about Equality - you may bring your book

Analyze law & society

February 1st.

- **Reading Comprehension and Writing Quiz:** Our Declaration review: write a guided five paragraph essay using your book as a reference in the following paragraph order: 1) What is equality according to Allen; 2) What evidence is there the writers of the Declaration believed in equality; 3) Why is equality such a difficult problem for law to solve; 4) What are your expectations for equality under the law; 5) How could Allen improve her argument for equality in your opinion.
- **In groups:** using [Griswold v. Connecticut](#) compare and contrast this case opinion from previously studied case and state whether there was a violation of equality as defined by Our Declaration - cite to both the case and the book.
- **Lecture:** Government institutions and why no arbitrary or capricious treatment serves as a cause of action against anti equality rhetoric, behavior, and systems.
- **Public discourse as a learning outcome** - what I and previous classes have done - what we are working on outside of class, and your input.

Due February 3.

- Three Online assignments are due.
- [Pedagogy responses,](#)
- [education as civic right, using google scholar](#)
- Class has established norms about late work.

Evaluate constitutional arguments

February 3rd.

- [Papers Please](#) constitutionality- in groups read case opinion news report and write down questions and comments to turn in for helpful research inquiries.
- **Lecture:** Constitutional and Legislative Interpretation:
- **Groups:** Choose an interpretive theory and evaluate whether the “papers please” law as applied by law enforcement practices would violate the US Constitution or the 14th amendment.
- **Optional** extra credit below
- **Interactive presentation:** causation & equality

Review for final assessment February 8th.

- Review question types from diagnostic quiz.
- Discuss common mistakes.
- I will give tips for preparing for these questions.

Final assessment

February 18th.

- Open universe: class has discussed norms.
- **Take Home:** Create a new law subject to constitutional review for next semester students - typed and brought to exam.
- In class **Fact pattern:** about terror and immigration which you will spot constitutional issues; formatted in multiple choice, short answer, true/false, essay: constitutional assessment opinion - argumentative.
- **Extra credit Reflection essay:** How will you remember equality and how will you use identity, agency and advocacy to practice your constitutional rights and responsibilities?

Diagnostic Quiz

Diagnostic: Our Declaration Reading Comprehension Quiz

Name:

After reading pages 33-35, please answer the following by circling the answer you believe to be the correct response.

1. When Allen writes, "From my students, I also had much to learn, as teachers often do," she was describing:
 - A. the relationship between student and teacher as a patriarchal oppression.
 - B. the relationship between life-long learners trying to make meaning of events and phenomena as they apply to our political and social arrangements.
 - C. the relationship between professor and student as pre-arranged common knowledge that comes with a set of expectations and demeanor often not considered in the learning environment.
 - D. there is no meaning in her use of the example, it is just to sell books.
2. The two ideals of the Declaration of Independence of 1776 according to Allen are:
 - A. Privacy and Property.
 - B. Belief and Esteem.
 - C. Property and the establishment of capitalism.
 - D. Equality and Freedom.
3. Find the incorrect sentence from the text below:
 - A. "Political equality is merely freedom from domination."
 - B. "The Declaration starts and finishes, however, with equality."
 - C. "From my students, I also had much to learn, as teachers often do."
 - D. "I started teaching the text instrumentally."
4. A logical continuation of thought following, "(t)hey restored to me my patrimony as well as their own, and ours" is:
 - A. we have no obligation to history.
 - B. there are many who lack the equality of material possessions which makes the concept disagreeable.
 - C. we now have to decide whether to continue to pledge our lives to one another in the same spirit as the revolution of 1776.
 - D. there are no possible logical continuations.
5. How many words are in the Declaration of Independence according to Allen?
 - A. 1,300,000.
 - B. Many of hundreds of thousands.
 - C. 1,337.
 - D. 4,200