



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: CNST 4795

Course Title: Civil Rights and Civil Liberties

Year: 2025

Course and Section #: CNST 4795

Credits: 3 *Click here to enter text.*

Course Description

This course examines, with a critical lens, the political and constitutional aspects of the origins, drafting, and development of The U.S. Bill of Rights, the Modern Civil Rights Movements, and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments to the U.S. Constitution.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Rick A. Griffin

Student Learning Outcomes

Learning objectives

1. Explain the difference between Civil Rights and Civil Liberties.
 2. Identify the provisions of the U.S. Constitution, The U.S. Bill of Rights, and The Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments.
 3. Discuss prominent Anglo-American constitutional precedents.
 4. Develop critical thinking, reading, and writing skills.
 5. Develop the Socratic Method and other professional and participation skills needed for graduate school, law school, and careers in law and government.
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Course Materials and Texts

Instead of one textbook, the course employs several pertinent electronic and online sources pertaining to civil liberties and civil rights, including the U.S. Constitution, numerous U.S. Supreme Court decisions, and select historical and philosophical sources, such as the Federalist Essays.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Evaluation techniques

1. **Quizzes:** several quizzes will be proctored. Students may earn up to (50) quiz points.
2. **Midterm examination:** a midterm examination will be proctored on Canvas via Proctorio. The exam will be drawn from the readings, lectures, quiz questions, and any other source presented during the course. Questions will usually consist of a combination of true or false, multiple-choice, matching, or short-answer questions. Students may earn up to (150) midterm examination points.
3. **Participation, decorum, and civility report:** Standards of professional participation, decorum, and civility are critical to the objectives of this course and the continuation of our constitutional democratic republic (see the “Method of instruction” and “Professional standards and student responsibilities” sections of this syllabus). Students should also strive to have no more than three unexcused absences, answer questions asked of them respectfully and thoughtfully, complete all mandatory graded assignments, and act in a respectful, professional, decorous, and civil manner (e.g., employ civility, obey the law, and avoid behavior inconsistent with university policy and this course syllabus). Students may earn up to (20) p.d.c. points.
4. **Final examination:** the final examination will be proctored on Canvas via Proctorio. Questions will be drawn from the readings, lectures, quiz questions, and any other source presented since the midterm examination. Questions will usually consist of a combination of true or false, multiple-choice, matching, or short-answer questions. Students may earn up to (150) final examination points.
5. **Constitutional research assignment:** a research assignment requiring students to answer a series of questions on U.S. constitutional law, government, and history will be assigned during the semester. This is not a group project. Students may NOT discuss or work together on this assignment. Students may earn up to (30) constitutional research points.
6. **Extra credit analysis paper:** students may choose to complete an extra credit analysis paper. Scope: students may either: 1) discuss a single concept (e.g., law and order, republicanism, civility, tyranny, liberty, virtue, sovereignty, the rule of law, etc.) and its development throughout the course, or 2) write a thesis on a historical or current constitutional issue and incorporate several sources from class into their papers.

Submission: extra credit papers will be submitted in the “Assignments” folder of the Canvas course page on their due date (see “tentative” course schedule). Students may earn up to (30) extra credit paper points.

Total points for the course - 400 points

Grading Scale

A	100-94%	B-	83-80%	D+	69-67%
A-	93-90%	C+	79-77%	D	66-64%
B+	89-87%	C	76-74%	D-	63-60%
B	86-84%	C-	73-70%	E	59%-

Required or Recommended Reading Assignments

Edwin Meese III, "The Meaning of the Constitution," September 16, 2009

Senator George Mitchell '54 speaks about the importance of our founding principles.

David A. Strauss, "The Living Constitution," September 27, 2010

Federalist Nos. 10, 48, 45, 51, 78,

Barron v. Mayor & City Council of Baltimore (1833)

The speeches of His Excellency Governor Hutchinson, to the General Assembly of the Massachusetts-Bay. At a session begun and held on the sixth of January, 1773

The Judiciary, the Veto, and Separation of Powers at the Federal Const. Convention (July 21, 1787)

Schenck v. United States (1919), Debs v. United States (1919), Abrams v. United States (1919),

Gitlow v. People of State of New York (1925), Brandenburg v. Ohio (1969)

Stromberg v. California (1931), United States v. O'Brien (1968), Tinker v. Des Moines Indep. Comm.

Sch. Dist. (1969), Texas v. Johnson (1989), Gen. Rule for Regulating Speech: Reasonable Time, Place, and Manner Restrictions, Ward v. Rock Against Racism (1989), Chaplinsky v. New Hampshire (1942),

Terminiello v. City of Chicago, Miller v. California (1973), Ashcroft v. ACLU (2004),

Casualties of cancel culture movement speak out on 'dangerous' censorship | 60 Minutes Australia –

Steven Pinker on Cancel Culture, Crown v. Zenger (1735), Linder, Douglas, "The Trial of John Peter

Zenger: An Account" (2001). Smith, George P., "Peter Zenger's Ordeal: Historical Antecedent to a

Concept of Free Press in Early Colonial America or Is What Is Past, an Expanding and Somewhat

Frightening Prologue to the Future?" (1977). CUA Columbus School of Law Legal Studies Research

Paper No. 2016-4. John Thomas Lee, "The First Edition of the Zenger Trial," 1736

The Wisconsin Magazine of History, Vol. 1, No. 1 (Sep., 1917), pp. 69-72

Wisconsin Historical Society,

New York Times Co. v. Sullivan (1964), New York Times Co. v. United States (1971)

Hurley v. Irish-American Gay, Lesbian and Bisexual Group of Boston, Inc. (1995)

Boy Scouts of America v. Dale (2000)

M. McConnell – "Whatever Happened to Freedom of Association?" (2011)

Findlaw on Right of Association

Joyce Lee Malcolm, "The Creation of a 'True Antient and Indubitable' Right: The English Bill of Rights and the Right to Be Armed." (1993)

United States v. Miller (1939), District of Columbia v. Heller (2008), McDonald v. Chicago (2010),

Oliver Ellsworth, "Landholder, No. 7," December 17, 1787,

Debate in North Carolina Ratifying Convention, July 30, 1788,

Article VI, US Constitution

Torcaso v. Watkins (1961)

Professor Noah Feldman, "What Is It About Mormonism?" (2008)

Joseph Story, Commentaries on the Constitution 3:§§ 1865—73 (1833)

Fifth Amendment, U.S. Constitution
Kelo v. City of New London (2005)
Weeks v. United States (1914), Mapp v. Ohio (1961), New Jersey v. T.L.O (1985),
Michael W. McConnell, The Origins and Hist The Origins and Historical Understanding of Free
Exercise of Religion, Univ. of Chicago
Duke of York Laws 1665
Wisconsin v. Yoder (1972), Employ. Div., Dept. of HR of Oregon v. Smith (1990), Church of the
Lukumi Babalu Aye, Inc. v. City of Hialeah (1993), Burwell v. Hobby Lobby Stores, Inc (2014),
Lutheran Church v. Comer (2017)
Roman Catholic Diocese of Brooklyn, NY, v. Andrew Cuomo, No. 25, 2020
Everson v. Board of Education (1947), Lemon v. Kurtzman (1973),
West Virginia v. Barnette (1943), Engel v. Vitale (1962), Lee v. Weisman (1991), Santa Fe Indep. Sch.
Dist. v. Doe (2000), Kennedy v. Bremerton (2022)
19th Amendment
Griswold v. CT. (1965), Roe v. Wade (1973), Bowers v. Hardwick (1986), Lawrence v. Texas (2003),
Obergefell v. Hodges (2015), Plessy v. Ferguson (1896), Brown v. Board of Education of Topeka, KS.
(1954), Tennessee v. Lane, 541 U.S. 509 (2004),
EEOC v. Wal-Mart Stores (E.D. Wis. 2021)
Regents of the University of California v. Bakke (1978)
Grutter v. Bollinger (2003), Gratz v. Bollinger (2003),
Students for Fair Admissions Inc. v. Pres. & Fellows of Harvard College (2023)

General Description of the Subject Matter of Each Lecture or Discussion

Importance of Constitutional Structure and Founding Principles
Importance of The Revolution [understanding concepts of rights and liberties]
Early Speech Cases
Expressive and Symbolic Conduct
Limits on Speech (You can't say that!)
Freedom of the Press, Libel & Prior Restraint
Right of Association - You cannot associate with them!
The Right to Keep and Bear Arms
Taking of Private Property for Public Use
No Religious Test Clause?
Establishment Clause
Free Exercise of Religion Clause
Govt. Aid to Rel. Institutions, The Wall & "Entanglement"
Govt. Participation in Religion, "Endorsement"
Fourth Amendment
Landmark 14th Amendment DPC and EPC Cases
Unenumerated Right of Privacy (Sexual Relations & Abortion)
Desegregation
Discrimination
Affirmative Action
Disability Rights

Required Course Syllabus Statements

Generative AI

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Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.