Course Rules and Regulations.

GE Learning Outcomes: This course satisfies the CLAS general education requirement in the Diversity & Inclusion Area. As such, it achieves the following student outcomes:

- Helps students explore the historical and structural bases of inequality
- Assists students in learning about the benefits and challenges of diversity
- Invites students to reflect critically on their own social and cultural perspectives
- Increases students' ability to engage with people who have backgrounds or ideas different from their own.

Books and Materials. The following required book is available in Prairie Lights bookstore:


Assessment: Throughout the semester, you will be offered a number of opportunities to demonstrate what you have learned and to apply that knowledge to hypothetical and actual legal cases.

- Class meetings and attendance - Moot court is a required aspect of class participation and is important to many students and faculty. Attendance is critical. Students are responsible for reviewing the course readings and attending classes. Students will participate in a variety of activities, including but not limited to class discussions, case arguments, and writing assignments. Class participation is critical to the success of the course.

- Final Examination Policies: The final exam will be given on the last day of the course. The final exam will be a comprehensive, closed-book exam. Students are responsible for reviewing their notes and attending class regularly. The exam will be three hours in duration and will cover all material presented in class.

- Extraordinary circumstances (not caused by absences or excused absences) may result in a reduced grade for the course. Absences due to illnesses can be excused with proper documentation. Absences due to other circumstances will be evaluated on a case-by-case basis.

- Final Exam: The final exam is scheduled for the last day of class. The exam will be given in a computer-based format. Students are responsible for bringing their own devices and chargers.

- Instructors: Course instructors are responsible for maintaining a respectful and inclusive classroom environment. Instructors are responsible for providing regular feedback and encouraging active participation. Instructors are also responsible for ensuring that all students have equal access to course materials and assessments.

- Student conduct: Students are responsible for adhering to the university's policies on academic integrity and professional conduct. Students are responsible for respecting the rights of others and for maintaining a safe and respectful learning environment.

- Student complaints: Students may file complaints with the Office of Student Affairs or the Office of Compliance and Conflict Resolution. Students may also file complaints with the ABA or the American Bar Association.

- CLAS policies: CLAS policies may be found on the CLAS website or by contacting the Office of Student Affairs.

- General education requirements: The course satisfies the CLAS general education requirement in the Diversity Area.

Judgment paper is due exactly one week after debut. Your attendance and attention are expected, regardless of whether you are an advisor, judge, or audience member in the debate.

- Reading Quizzes: There will be several 5-6 page online reading quizzes at the start of several class meetings this semester. Quizzes are designed to test your understanding of course concepts and the main arguments of the readings. The quizzes will be administered during the first 10 minutes of class. The quizzes will be graded on a point system, and students will receive a letter grade for their performance on each quiz.

- Examinations: There will be two mid-term exams and a final exam. Exams will consist of multiple-choice questions, written essay questions, and short answer questions. You will be responsible for finding a reader for this course. Exams will be administered between the first and second class meetings of the course. Exams will be formatted to test your understanding of course material. Exams will be scored on a point system, and students will receive a letter grade for their performance on each exam.

- Discussions: Discussions will be held in class. You will be responsible for finding a reader for this course. Discussions will be focused on the main arguments of the readings and the implications of the course material. Discussions will be graded on a point system, and students will receive a letter grade for their performance on each discussion.

- Extraordinary circumstances in which some truly arise, provided you have the required documentation. If you know you will be absent for an exam, you should notify the instructor as soon as possible. If you are absent for an exam without proper documentation, your exam grade will be recorded as a zero for the course. In other words, you will not be given an opportunity to retake the exam.

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Grading scale

Assignment Points Date
Professionalism & Section Attendance 25
Discussion Participation 25
Reading Quizzes 25
Debate as advocate 50 TBA
Debate judgement 50 TBA
Midterm Exam 75 March 11
Final Exam 100 TBA

Course total 350

Calendar. All readings will be discussed on the date indicated below. Material accessible via the course website is also hyperlinked.

- March 12 Review of Exam
- March 16 Spring Break
- March 18 Spring Break
- March 23 McDonough, “Copyright, Authorship, and African-American Culture” (ICON)
- March 25 Cohen, "De La Soul’s Legacy is Trapped in Digital Limbo" (ICON)
- March 26 Discussion #4
- March 30 Lewis, Chapter 8: “Another’s Lyric”
- April 1 Moore, “Whipping Up a Storm: How Robert Mapplethorpe Shocked America” (ICON)
- April 2 Debate #4
- April 6 Lewis, Chapter 5: “Freedom and Privacy”
- April 7 Ounes, "Can Mark Zuckerberg Fix Facebook Before it Breaks Democrats?" (ICON)
- April 8 Phillips, "The Teams We Care" (ICON)
- April 13 Morand, "History Writen in Lightning: The NAACP’s Bid to Ban Birth of a Nation" (ICON)
- April 15 Lynk, "A Public Menace" (ICON)
- April 16 Discussion #6
- April 20 Moskowitz, "Pushing the Line" (ICON)
- April 22 Weinrib, "The ACLU’s Free Speech Stance Should be About Social Justice, not ‘Timeless’ Principles" (ICON)
- April 23 Debate #5
- April 27 Lewis, Chapter 10: “Thoughts that We Hate”
- April 29 Fish, There’s No Such Thing as Free Speech and It's a Good Thing, Too" (ICON)
- April 30 Debate #6

March 8 Discussion #3
March 9 Review for Midterm Exam
March 11 Midterm Exam
May 4 Wrap Up for Semester
May 6 Review for Final Exam
May 7 Review for Final Exam

- January 20 No Classes – Martin Luther King, Jr. Day
- January 22 Introductions and course overview
- January 23 Section Overview
- January 27 Lewis, Chapter 1: “Beginnings”
- January 29 Mill, On Liberty, Chapter 2: “The Liberty of Thought and Discussion” (ICON)
- January 30 Discussion #1
- February 3 Lewis, Chapter 2: “‘Odeon and Contemplable’”
- February 5 Lepore, “Benedict’ (ICON)
- February 6 Debate #1
- February 10 Lewis, Chapter 3: “As All Life is an Experiment”
- February 12 Healy, “The Unlikely Birth of Free Speech” (ICON)
- February 13 Discussion #2
- February 17 McDonough, “Defining the Scary: Looking Back on ‘Red Channels’” (ICON)
- February 19 Lewis, Chapter 3: “Fear Itself”
- February 20 Debate #2
- February 24 Check out “Behind the Race to Publish the Top-Secret Pentagon Papers" (ICON)
- March 2 Lewis, Chapter 4: “Defining Freedom”
- March 4 Reviving “New Red Channels” (ICON)
- March 5 Debate #3
- March 9 Review for Midterm Exam
- March 11 Midterm Exam

- April 13 Discussion #5
- April 15 Lymk, "A Public Menace" (ICON)
- April 16 Discussion #6
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