

PLS 321 – Constitutional Law: Civil Rights and Liberties  
 Spring 2025  
 Mondays and Wednesdays 3:00-4:20pm  
 Brody Hall Room 138

### INSTRUCTOR INFORMATION AND ACCESSIBILITY

Instructor: Matthew T. Cota, Ph.D. Student in Political Science

Email: cotamatt@msu.edu  
 Office: 226 South Kedzie Hall  
 Office Hours: By appointment

### COURSE DESCRIPTION

This course is designed to examine the development of individual liberties and protections provided by the U.S. Constitution as interpreted by the U.S. Supreme Court. Specifically, we will focus on how the Supreme Court defines, establishes, and interprets provisions enumerated in the Bill of Rights and ensuing amendments, and how this process has developed over time. Students should leave this class with a fundamental understanding of the Constitution, how the Supreme Court operates in a common law system, and critical knowledge of the Court's decisions that have defined and shaped the history of the United States. This course is not about the mere recitation of case law or opinions. While there will be opportunities for discussion, students should be able to support their views with well-reasoned legal justifications. The writing, analytical thinking, and general topic of this course provides excellent preparation for future legal and government works/ studies and aims to make you a more informed citizen.

### OBJECTIVES AND LEARNING OUTCOMES

1. Develop a substantive understanding of historical and modern developments in the constitutional law of civil rights and civil liberties.
2. Understand how societal and political factors interact with the law. Particularly, understand how these factors influence Supreme Court justices, and their interpretation of the Constitution and decisions making these issues.
3. Develop the ability to read, understand, discuss, and interpret U.S. Supreme Court decisions, and effectively summarize their decisions.
4. Apply your understanding gained from course readings and lectures to current and hypothetical legal issues to arrive at a well-reasoned decision that you can clearly articulate with sufficient legal justification.
5. Enhance your oral and written communication skills through classroom discussion and written assignments.

### COURSE MATERIALS

Please obtain a copy of the following book for this class (either digital, physical copy, or audiobook is fine, but if you use the digital copy/ audiobook, it is your responsibility to locate the corresponding page numbers).

- Epstein, Lee, Kevin T. McGuire, and Thomas G. Walker. 2021. *Constitutional Law for a Changing America: Rights, Liberties, and Justice*. Eleventh Edition. Washington D.C.: CQ Press. ISBN-13: 978-1544391250.
- **Highly Recommended (not required):** Barnett, Randy E. and Josh Blackman. 2019. *An Introduction to Constitutional Law: 100 Supreme Court Cases Everyone Should Know*. Wolters Kluwer. ISBN-13: 978-1543813906

Although previous editions of Epstein, McGuire, and Walker exist, I will be teaching out of the eleventh edition. This means that all assignments, quizzes, and exams will be from the content in this edition, which I expect you to use. Use earlier editions at your own risk.

All other course material will be placed on Desire2Learn (hereafter D2L). Please ensure you have access to D2L at the beginning of the semester; if you do not, please email me during the first week of class.

For any D2L issues, call for tech support:  
844-678-6200 or 517-432-6200

## COURSE REQUIREMENTS

Your grade will be determined using the following weights:

Area	Weight
Topic Quizzes	40%
Case Brief Memos	30%
Final Exam	15%
Attendance	10%
Pre/Post Quiz	5%
<b>Total</b>	<b>100%</b>

### Topic Quizzes (40%):

Over the course of the class, you will be taking seven quizzes following the completion of each topic of the course. Each quiz will have 10 multiple choice questions and 1 short answer question (3-5 sentences of writing) per quiz. Quizzes will be timed with 30 minutes to complete each quiz. These quizzes are not cumulative. The first quiz will cover the material from the first topic of the course. Each subsequent quiz will cover the material examined since the last quiz.

The quiz schedule is included at the end of this syllabus. Quizzes will be open-note and open-book and taken on D2L. Quizzes may be taken any time during the specified course topic but must be completed by the due date. Quizzes completed after the listed due date will be subject to late penalties. Exceptions to the late penalties will be made in extreme circumstances including, but not limited to: 1) medical emergencies; (2) emergencies involving a family member that necessitate your absence from campus; (3) participation in a university-sponsored activity; or (4) observance of a religious holiday. All claims must, when possible, be made prior to the quiz that you will miss. Quizzes must be completed by 11:59pm East Lansing time on the due date; late submissions will be penalized as follows:

- 1-60 minutes late: -10% of grade
- 60-120 minutes late: -15% of grade
- 121-180 minutes late: -20% of grade
- 181-360 minutes late: -30% of grade
- 361-720 minutes late: -40% of grade
- More than 720 minutes late: -100% of grade

### Case Brief Memos (30%):

During the semester, you will be completing seven brief memos (briefs for short) where you will outline important information from the cases we will be studying. Brief memos are short summaries of cases that outline specific parts of the case. These briefs will help you learn how to read and understand the U.S. Supreme Court's decisions. You will create seven **one-page long (maximum)** briefs that follow the Facts-Issue-Rule-Application-Conclusion (hereafter FIRAC) brief style:

- **Facts:** the major facts of the case, including who is involved and why
- **Issue:** the legal question(s) in the case
- **Rule:** the legal rule(s) the Court used to justify its decision
- **Analysis:** how the Court applied the legal rule(s) to the major facts of the case
- **Conclusion:** the answer to the legal question(s), who the majority opinion writer is, and the size of the majority and minority coalitions.

A separate document titled “Briefs Guide & Rubric PLS 321 S25” will be posted on D2L. This document will explain how the FIRAC brief style works and will provide a clear example of what these brief memos should look like and what information they should contain. A template for the brief memos titled “Briefs Template PLS 321 S25” will also be posted on D2L. **This template must be used for all brief memos.** **Failure to use this template for a brief will result in a grade of "0" for that brief.** While you are only required to submit seven briefs over the course of the semester, if you are interested in attending law school, I *highly recommend* brief all cases we discuss. They will be useful for future recall and makes studying cases easier than paging through a textbook.

**EVERYONE must submit a brief memo** for *Barron v. Baltimore* (1833). This is so that everyone can receive feedback and understands how to brief a U.S. Supreme Court decision early on.

REQUIRED BRIEF - Everyone Briefs	
Due Date	Case Name
2/2	<i>Barron v. Baltimore</i> (1833)

After *Barron*, you can decide which six cases you want to brief. Below is the list of cases that you can choose to brief this semester. This is the same list of cases that appears in the document titled “Briefs Guide & Rubric PLS 321 S25” that is posted on D2L.

CHOICE BRIEFS - Chose Six	
Due Date	Case Name
2/16	<i>Lemon v. Kurtzman</i> (1971)
3/2	<i>Schenck v. United States</i> (1919)
3/16	<i>Tinker v. Des Moines Independent Community School District</i> (1969)
3/23	<i>New York Times v. United States</i> (1971)
3/30	<i>District of Columbia v. Heller</i> (2008)
4/6	<i>Griswold v. Connecticut</i> (1965)
4/13	<i>Gideon v. Wainwright</i> (1963)
4/20	<i>Loving v. Virginia</i> (1967)
4/27	<i>Citizens United v. Federal Elections Commission</i> (2010)

Brief memos will be graded for completion and good-faith effort. Each memo will receive a check-plus (10/10), a check (8/10), a check-minus (4/10), or a zero. See the document titled “Briefs Guide & Rubric PLS 321 S25” on D2L for more specific information on brief requirements how brief memos will be graded.

Brief memos are due by 11:59pm East Lansing time on the due dates posted. Briefs should be submitted to D2L (Assessments > Assignments > Brief Memo X). Late submissions will be penalized as follows:

- 1-60 minutes late: -10% of grade
- 60-120 minutes late: -15% of grade
- 121-180 minutes late: -20% of grade
- 181-360 minutes late: -30% of grade
- 361-720 minutes late: -40% of grade
- More than 720 minutes late: -100% of grade

#### Final Exam (15%):

To evaluate all that you learned throughout the semester, there will be a final for the class. This final will be cumulative, timed, and will consist of ~50 multiple-choice questions and several short answer questions. **~40 of the multiple-choice questions will come from previous topic quizzes**, while ~10 will

be new questions from over the semester. Like the topic quizzes, the final will be open-book and open-note.

All exams must be taken during the period in which they are scheduled. Exceptions will be made only in extreme circumstances, including (1) medical emergencies; (2) emergencies involving a family member that necessitate your absence from campus; (3) participation in a university-sponsored activity; (4) observance of a religious holiday; or (5) three or more exams are scheduled for the same day during finals week. All claims must, when possible, be made at least two weeks prior to when the exam is scheduled. Failure to follow these guidelines will result in a grade of "0" being awarded for the final exam. I reserve the right to have the makeup exam be of a different format than the exam that is given during class.

#### Attendance (10%):

Coming to class is important. Throughout the semester, a sign in sheet will be passed around during class on random days. You are allowed to miss 2 classes, no questions asked, without receiving a penalty. This corresponds to missing a full week of class. Any additional missed classes will detract from your attendance grade. For example, if we have 12 total attendance days, but you only take 9 quizzes, you will receive a 9/10 (90%) attendance grade.

You are prohibited from signing in for classmates who are absent. Students suspected of engaging in this activity will receive a grade of zero for the **entire** attendance portion of the course and will have formal disciplinary proceedings for academic dishonesty initiated against them. The same action will be taken against the student(s) with attendance signed in for them.

#### Pre/Post Quiz (5%):

One of the aims of this course is to increase your knowledge of the Constitution, judiciary, and constitutional law. We will have a pre-and post-course quiz to gauge changes in knowledge over the course of the semester. Prior to the start of course content, you will take a pre-course quiz. Your last assignment in this course will be a post-course quiz. These quizzes will **only be graded for completion** and not the accuracy of your response. These two quizzes are closed-note and closed-book.

### **GRADING SCALE**

I will use the following scale to assign course grades:

Percentage	Grade
90-100%	4.0
86-89%	3.5
80-85%	3.0
76-79%	2.5
70-75%	2.0
66-69%	1.5
60-65%	1.0
59% or less	0.0

Percentages greater than or equal to 0.5 will be rounded up to the next highest whole percentage (Example: 89.5% will round up to a 90% and receive a 4.0, but 89.4%, 89.45% or 89.49% will remain at a 3.5).

### **AVAILABILITY OF COURSE PERSONNEL**

Email is the best way to contact me. My email address is cotamatt@msu.edu. If you email me, please include "PLS 321" in the subject line to make sure the email does not get missed. Please allow 24 hours for a response during the week (Monday-Thursday) and 36 hours during the weekend (Friday-Sunday). If you do not get a response in that time, please resend your email, as I probably missed it.

Office hours are by appointment. This is so I can be flexible to your schedule rather than have you accommodate mine. We can meet in person in my office, which is 226 South Kedzie Hall, or can meet over Zoom. It is completely up to you!

## **COURSE PROCEDURES**

### Course Communications

All course communication will go through D2L, including occasional updates and notes. You can set up D2L such that it will email or text you whenever a new announcement is posted. If you choose not to do so, you are still responsible for checking D2L for any course updates.

### Classroom Content Recording and Sharing:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may record lectures or any other classroom activity and use the recordings only for their own course-related purposes.
- Students may share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
- Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.

Any student violating the conditions described above may face academic disciplinary actions.

### Grade Appeals:

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the issue. If you have a question or concern about your performance on any course work, please contact me as soon as possible. All concerns must be stated in writing (email), beginning with a statement that concisely explains why you believe your grade should be altered.

All concerns, whether arithmetic or otherwise, must be raised within one week of that assignment/quiz's release to students. This includes attendance concerns. If you do not raise your question within this one-week period, you forfeit your ability to appeal your grade.

## **COURSE POLICIES**

### General Statement:

I take academic integrity seriously. As a student, you are responsible for familiarizing yourself with all relevant departmental, college, and university policies governing your conduct in this course. This includes, but is not limited to, policies relating to plagiarism, academic integrity, and accommodations for students with documented disabilities. If ever in doubt, please ask!

You can find the relevant university policies at the following link:

<https://ombud.msu.edu/university-policies-guidelines>

### Academic Integrity and Honesty:

The [Spartan Code of Honor](#) states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State

University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities (SRR) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations (see [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. Unless authorized by the instructor, all coursework is expected to be completed without assistance from others unless explicit permission for group or partner work is given. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work (see also the [Academic Integrity](#) webpage).

#### Grief Absence Policy:

MSU is committed to accommodating the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g., research).

According to the MSU Grief Absence Policy (adopted Spring 2015 as part of the [Classroom Policies and Attendance Policies](#)): "For undergraduate and master's (Plan B) students without research responsibilities, **it is the responsibility of the student to:** a) notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor. **It is the responsibility of the Associate Dean or designee to:** a) determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student's return. **It is the responsibility of the instructor to** work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence."

Students seeking a grief absence should complete the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under "Student Services - Grief Absence Request Form." Once completed, the information is routed to the Associate Dean of the student's college and must be received prior to the student leaving campus. The student will receive a confidential message confirming the submission and reminding them that supporting documentation must be provided and who to send it to. If approved, instructors will be notified by the appropriate dean's office of the period of absence.

#### TurnItIn Policy:

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., name or student number), the D2L system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository.

#### Syllabus Adjustments:

I reserve the right to modify this syllabus at any point in the course to suit the needs of the class. All changes will be noted in D2L and sent to students via email in advance of class. A revised version of the syllabus will be posted on D2L, as well.

#### **COURSE OUTLINE AND DUE DATES**

The schedule below follows our Monday/ Wednesday class meeting times. Unless otherwise specified, readings should be completed **before** the scheduled lecture date. That is, you should come to class prepared having read the assigned materials listed. Readings from the Epstein, McGuire, and Walker book are marked as "EMW." Readings with an (\*) will be posted on D2L and are not found in the textbook. Topic quizzes will be posted **after** the final lecture on the topic and are due at the time assigned on the syllabus. Written assignments may be turned in at any time before the assigned due date. Note: once submitted to D2L, quizzes and written assignments are considered "final" and may be graded before the due date. Quizzes and written assignments must be completed by 11:59pm East Lansing time on the due date; late submissions will be penalized as follows:

- 1-60 minutes late: -10% of grade
- 60-120 minutes late: -15% of grade
- 121-180 minutes late: -20% of grade
- 181-360 minutes late: -30% of grade
- 361-720 minutes late: -40% of grade
- More than 720 minutes late: -100% of grade



### TOPIC 0: Syllabus and Course Introduction

**Monday 1/13** – Syllabus Day / Course Introduction

- Syllabus

**Wednesday 1/15** – Decision Making at the U.S. Supreme Court

- EMW p. 11-44
- (\*) U.S. Constitution and Bill of Rights
- (\*) Federalist #78

**Pre-course quiz due on Sunday 1/19 by 11:59pm East Lansing Time**

### TOPIC 1: Introduction, Incorporation, and Judicial Power

**Monday 1/20** – NO CLASS, MLK Day

**Wednesday 1/22** – The Court's Opinions, Brief Cases, and Judicial Review

- (\*) Briefs Guide & Rubric PLS 321 S25
- (\*) Briefs Template PLS 321 S25
- EMW p. 45-53
  - *Marbury v. Madison*

**Monday 1/27** – Institutional Constraints on Judicial Power and Jurisdiction

- EMW p. 55-65
  - *Ex parte McCardle*

**Wednesday 1/29** – The Bill of Rights and Incorporation

- EMW p. 67-74
  - *Barron v. Baltimore*
  - *Hurtado v. California*

**Brief memo for *Barron v. Baltimore* due on Sunday 2/2 by 11:59pm East Lansing time**

**Monday 2/3** – The Bill of Rights cont.

- EMW p. 74-87
  - *Palko v. Connecticut*
  - *Duncan v. Louisiana*

**Topic 1 quiz due on Sunday 2/9 by 11:59pm East Lansing time**

### TOPIC 2: FIRST AMENDMENT – Freedom of Religion

**Wednesday 2/5** – Free Exercise Clause: Standards

- EMW p. 91-113
  - *Cantwell v. Connecticut*



- *Sherbert v. Verner*
- *Wisconsin v. Yoder*

**Monday 2/10** – Free Exercise Clause: Standards cont.

- EMW p. 113-126
  - *Employment Division v. Smith*
  - *City of Boerne v. Flores*
  - *Burwell v. Hobby Lobby*

**Wednesday 2/12** – Establishment Clause: Entanglement of Church and State

- EMW p. 126-142
  - *Everson v. Board of Education*
  - *School District of Abington Township v. Schempp*
  - *Lemon v. Kurtzman*

**Brief memo for *Lemon v. Kurtzman* due on Sunday 2/16 by 11:59pm East Lansing Time**

**Topic 2 quiz due on Sunday 2/16 by 11:59pm East Lansing time**

**Monday 2/17** – NO CLASS

### **TOPIC 3: FIRST AMENDMENT – Freedom of Speech, Assembly, and Association**

**Wednesday 2/19** – Development of Legal Standards

- EMW p. 181-201
  - *Abrams v. U.S.*
  - *Schenck v. United States*
  - *Gitlow v. New York*
  - *Brandenburg v. Ohio*

**Monday 2/24** – Development of Contemporary Standards

- EMW p. 203-216 and p. 234-237
  - *U.S. v. O'Brien*
  - *Texas v. Johnson*
  - *Cohen v. California*
  - *303 Creative LLC v. Elenis*

**Wednesday 2/26** – Student Speech

- EMW p. 238-245 and p. 222-226
  - *Tinker v. Des Moines Ind. Comm. School District*
  - *Morse v. Frederick*
  - *West Virginia State Board of Education v. Barnette*
  - *Mahanoy Area School District v. B.L.*

**Brief memo for *Schenck v. United States* due on Sunday 3/2 by 11:59pm East Lansing Time**

**Monday 3/3** – NO CLASS, Spring Break

**Wednesday 3/5** – NO CLASS, Spring Break

**Monday 3/10** – Commercial Speech and Freedom of Association

- EMW p. 252-255 and p. 218-223

- *Bates v. State Bar of Arizona*
- *Central Hudson Gas v. Public Service Commission of NY*
- *Boy Scouts of America v. Dale*

**Brief memo for *Tinker v. Des Moines* due on Sunday 3/16 by 11:59pm East Lansing Time**

**Topic 3 quiz due on Sunday 3/16 by 11:59pm East Lansing time**

#### TOPIC 4: FIRST AMENDMENT – Freedom of the Press

**Wednesday 3/12 – Prior Restraint**

- EMW pp.264-281
  - *Near v. Minnesota*
  - *New York Times v. U.S.*
  - *Hazelwood School District v. Kuhlmeier*

**Monday 3/17 – Government Control of Press Content and Media Special Rights**

- EMW p. 281-286
  - *Miami Herald v. Tornillo*
  - *Branzburg v. Hayes*

**Wednesday 3/19 – Libel**

- EMW p.288-301
  - *New York Times v. Sullivan*
  - *Hustler Magazine v. Falwell*

**Brief memo for *New York Times v. U.S.* due on Sunday 3/23 by 11:59pm East Lansing Time**

**Topic 4 quiz due on Sunday 3/23 by 11:59pm East Lansing time**

#### TOPIC 5: SECOND AMENDMENT

**Monday 3/24 – The Right to Bear Arms**

- EMW p.329-338
  - *United States v. Miller*
  - *District of Columbia v. Heller*
  - *McDonald v. City of Chicago\**
  - *New York State Rifle and Pistol Association v. Bruen*

**Topic 5 quiz due on Sunday 3/30 by 11:59pm East Lansing time**

**Brief memo for *District of Columbia v. Heller* due on Sunday 3/30 by 11:59pm East Lansing Time**

#### TOPIC 6: Right to Privacy

**Wednesday 3/26 – Right to Privacy**

- EMW p. 341-351 and 364-371
  - *Griswold v. Connecticut*
  - *Planned Parenthood of Southeastern Pennsylvania v. Casey*
  - *Dobbs v. Jackson Women's Health Organization*

**Monday 3/31 – Sexual Activity and Orientation**

- EMW p. 372-386
  - *Lawrence v. Texas*
  - *Obergefell v. Hodges*

**Brief memo for *Griswold v. Connecticut* due on Sunday 4/6 by 11:59pm East Lansing Time**

**Topic 6 quiz due on Sunday 4/6 by 11:59pm East Lansing time**

**TOPIC 7 FOURTH, SIXTH, and EIGHTH AMENDMENTS**

**Wednesday 4/2 – Search and Seizures**

- EMW p. 405-439 and 445-460
  - *Florida v. Jardines*
  - *Terry v. Ohio*
  - *Mapp v. Ohio*
  - *Miranda v. Arizona*
  - *Missouri v. Seibert*

**Monday 4/7 – Right to Counsel and Fair Trials**

- EMW p. 463-508
  - *Gideon v. Wainwright*
  - *Batson v. Kentucky*

**Wednesday 4/9 – Cruel and Unusual Punishment**

- EMW p. 463-508
  - *Gregg v. Georgia*

**Brief memo for *Gideon v. Wainwright* due on Sunday 4/13 by 11:59 East Lansing Time**

**Topic 7 quiz due on Sunday 4/13 by 11:59pm East Lansing time**

**TOPIC 8: FOURTEENTH AMENDMENT – Equal Protection**

**Monday 4/14 – Rational Basis, Levels of Scrutiny, and Discrimination**

- EMW p. 559-566 and 577-582 and 591–600
  - *Cleburne v. Cleburne Living Center*
  - *Loving v. Virginia*
  - *Fisher v. University of Texas*
  - *United States v. Virginia*

**Brief memo for *Loving v. Virginia* due on Sunday 4/20 by 11:59pm East Lansing Time**

**TOPIC 9: Voting and Representation**

**Wednesday 4/16 – Voting Rights and Political Representation**

- EMW p.617-648
  - *Shelby County v. Holder*
  - *Reynold v. Sims*
  - *Miller v. Johnson*

**Monday 4/21** – Campaigns and Elections

- EMW p.653-672
  - *Citizens United v. Federal Election Commission*
  - *Bush v. Gore*

**Wednesday 4/23** – IN-CLASS STUDY DAY

Brief memo for *Citizens United v. Federal Elections Commission* due on Sunday 4/27 by 11:59pm East Lansing Time

Post-course quiz due on Sunday 4/27 by 11:59pm East Lansing Time

Final Exam Due by end of Final Exam period