

San José State University  
Department of Justice Studies  
JS205, Law and Courts Seminar Section 2  
Spring 2023

Course and Contact Information

Instructor: Carlos Singh  
Office Location: TBD

Class Days/Time: / 4:00-4:30pm and by appointment (In person or via zoom)  
Classroom: Fridays /4:30-7:15pm (In person class meetings)  
Zoom Link: MacQuarrie Hall 23  
Join URL: <https://sjsu.zoom.us/j/83001389574> (We will use the zoom link in case of  
circumstances requiring class to be held on-line; otherwise, classes are in person)

Course Format

This 3-Unit course seminar meets in person weekly. Students will need access to a computer and the Internet to access course readings and video materials, and to submit assignments on the course website on Canvas.

Course Description

Analysis and critique of courts, attorneys, judges and juries; legal research and writing; and the role of the legal system in society.

This course



Purchasing/Accessing Cengage Learning Material

Required 1 eBook: Business Law: Text and Cases by Clarkson 15e \$49.49 ISBN 9780357129746

Required 2: eBook: Constitutional Law and the Criminal Justice System, by Harlow \$47.49 ISBN 9781337514798

Required 3: America's Courts and the Criminal Justice System, by Neubaum \$43.49 ISBN 9781337670142

**Recommended Option: All eBook** + physical book (1 Term): Cengage Unlimited subscription. ONLY \$69.99 (+\$9.99 physical book rental) for 1 semester, you get access to ALL your Cengage 4,000 eBook

Note: Buy one Cengage Unlimited subscription. You will then have

study in a variety of fields they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or acad



Course Research Paper	20
Presentation Relating to Course Research Paper	10
Moot Court Exercise	20
Total	100

#### Grading Distribution

Grade	Points
A+	96-100
A	93-95
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72

participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars](http://www.sjsu.edu/provost/services/academic_calendars) See also, <https://www.sjsu.edu/classes/finalexamschedule/spring2022.php> The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/> See id. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S127, <http://www.sjsu.edu/senate/docs/S12-7.pdf> U.C.E. § 51900.03. Such permission allows the recordings to be used for private, study purposes only. The recordings are the intellectual property of the instructor and shall not be publicly shared without his/her approval. You may not publicly share upload instructor

allows the recordings to be used for private, study purposes only. The recordings are the intellectual property of the instructor and shall not be publicly shared without his/her approval. You may not publicly share upload instructor

- o Please see me before recording any lectures. I generally do not favor recording lectures for a variety of reasons. However, if there is an extenuating circumstance, I will consider granting permission to record lectures, but I would like notice beforehand.
- o Our class discussions will include active participation by students so we will need to announce to all students when any lecture is recorded.

publicly without his/her approval. You may not publicly share upload instructor

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible or see me during office hours. Presidential Directive 9703 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.



		<p><u>Note on credit and attribution</u> Excerpts of assigned decisions are based on published decisions, publisher/reporter summaries, CSPAN presentations, and Internet sources cited below v } v d } v Ç D μ CE } [ • Supreme ] š o</p> <p><u>Court, Landmark Decisions</u></p>
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1	Jan. 27 (Firstday of class)	<p><u>Class Activities:</u></p> <ul style="list-style-type: none"> <li>x Welcome and Introductions</li> <li>x Discussion of Course Description, Material, Protocols and Expectations, Syllabus and Assignments</li> <li>x Discussion of Law and Legal Reasoning and Analysis</li> <li>x Discussion on Common Law development and</li> </ul>
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constitutional powers.

- x Discussion of current events topics; student-generated topics
- x Discussion of the Constitution (Bill of Rights; Amendments 1-10)
- x Lecture/Discussion on the Rules of Criminal Procedure and Federal Rules of Evidence

Preparation/Reading Assignment in Advance of Class

- x Watch CSPAN Video McCullough v. Maryland
- x Read excerpt of McCullough decision located in Canvas Module
- x Read Constitutional Amendments 1-10 (copy located in Canvas Module)

Optional/Supplemental/Background Reading

- x Chapter 1 t A Historical Overview, Harr & Hess Constitutional Law and the Criminal Justice System (See ebook Canvas Module copy of Constitution located in Appendix)

		<ul style="list-style-type: none"> <li>x Lecture/Discussion on Tort and Contract/Commercial Law(An Introduction)</li> <li>x Lecture/Discussion on Intellectual Property(An Introduction)</li> <li>x [Assigned Student Presentations]</li> </ul> <p><u>Preparation/Reading Assignment in Advance of 4th Class</u></p> <ul style="list-style-type: none"> <li>x Watch CSPAN Video <u>Civil Rights Cases</u></li> <li>x Read excerpt of <u>Civil Rights Case</u> decisions located in Canvas Module</li> <li>x Read Chapter 4 <u>Courts and Alternative Resolution</u>, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul> <p><u>Optional/Supplemental/Background Reading</u></p> <ul style="list-style-type: none"> <li>x Chapter 6 <u>Tort Law</u>, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>x Chapter 12 <u>Contracts</u>, Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> <li>x Chapter 8 <u>Intellectual Property</u> Clarkson &amp; Miller Textbook/ebook (See Canvas Module)</li> </ul>
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Feb. 24

Class Activities:

- x Discussion of



9	Mar. 24	<p><u>Class Activities:</u></p> <ul style="list-style-type: none"> <li>x Discussion of <u>Miranda v. Arizona</u> (1966) decision and its legal, historical, political and societal impact on the country and privilege self-incrimination</li> <li>x Lecture/Discussion of <u>Gideon v. Wainwright</u> (1963), <u>Mapp v. Ohio</u> (1961) and <u>Terry v. Ohio</u> (1968) decisions and their legal, historical, political and societal impact in the country, 4<sup>th</sup> Amendment application to states, 4<sup>th</sup> Amendment stop and frisk, and right to counsel in criminal cases</li> <li>x Discussion of current events topics; student generated topics</li> <li>x Lecture/Discussion of 5<sup>th</sup> and 6<sup>th</sup> (and 14<sup>th</sup>) Amendments to the U.S. Constitution</li> <li>x Lecture on attorney-client privilege, executive privilege (<u>U.S. v. Nixon</u>) and</li> </ul>
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		<ul style="list-style-type: none"> <li>x [Assigned Student Presentations]</li> </ul> <p><u>Preparation/Reading Assignment in Advance of 10th Class</u></p> <ul style="list-style-type: none"> <li>x Watch CSPAN Video <u>Griswold v. Connecticut</u></li> <li>x Read excerpt of <u>Griswold v. Connecticut</u> decision, located in Canvas Module</li> </ul>
14	May 5 (Quiz #2)	<p><u>Class Activities:</u></p> <ul style="list-style-type: none"> <li>x Discussion of <u>Roe v. Wade</u> (1973) decision and its legal, historical, political and societal impact on the country; privacy and right to abortion</li> <li>x Discussion of <u>Dobbs v. Jackson Women's Health Organization</u> (2022) (holding that U.S. Constitution does not confer a right to abortion)</li> <li>x</li> </ul>





Week 6:

Brown v. Board of Education, 347 U.S. 483 (1954)

Does the segregation of public education based solely on race violate the Equal Protection Clause of the 14 Amendment?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/347/483/#opinion-1940809>

Syllabus:

<https://supreme.justia.com/cases/federal/us/347/483/#syllabus-1940808>

[Brown v. Board of Education, 349 U.S. 294 (1955) (II) (What means should be used to implement the principles announced in Brown I?

Full Opinion: <https://supreme.justia.com/cases/federal/us/349/294/#opinion-1940989>

Syllabus: <https://supreme.justia.com/cases/federal/us/349/294/#syllabus-1940988>

Week 7:

Korematsu v. U.S., 323 U.S. 214 (1944)

Did the President and Congress go beyond their war powers by implementing exclusion and restricting the rights of Americans of Japanese descent?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/323/214/#opinion-1938225>

Syllabus:

<https://supreme.justia.com/cases/federal/us/323/214/#syllabus-1938224>

Week 8:

Youngstown Steel and Tube Co. v. Sawyer, 343 U.S. 579 (1952)

Did the President have the constitutional authority to seize the steel mills?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/343/579/#opinion-1940407>

Syllabus:

<https://supreme.justia.com/cases/federal/us/343/579/#syllabus-1940406>

Week 9:

Miranda v. Arizona, 384 U.S. 436 (1966)

Does the Fifth Amendment require the police to advise a suspect of his rights before interrogation of a suspect?

Full Opinion:

<https://supreme.justia.com/cases/federal/us/384/436/#opinion-1946133>

Syllabus:

<https://supreme.justia.com/cases/federal/us/384/436/#syllabus-1946132>

[Gideon v. Wainwright 372 U.S. 335 (1963)]

Does the 6th Amendment extend to felony defendants in state courts?

Week 11:

Gregg v. Georgia 428 U.S. 153 (1976)

Is the imposition of the death sentence prohibited under the 8<sup>th</sup> and 14<sup>th</sup> Amendments?  
PHQ GPHQ WV DV 3FUXHO

Full Opinion:

<https://supreme.justia.com/cases/federal/us/428/153/opinion-1951891>

Syllabus:

<https://supreme.justia.com/cases/federal/us/428/153/syllabus-1951890>

Week 12:

Regents of the University of California v. Bakke 438 US. 265 (1978)

This case presents a challenge to the special admissions program of the petitioner, the Medical School of the University of California at Davis, which is designed to assure the admission of a specified number of students from certain minority groups.

Full Opinion:

Full Opinion:

Opinion of the court (Alito, J.) <https://supreme.justia.com/cases/federal/us/597/392/#tabopinion-4600822>

Concurring Opinion (Thomas, J.) <https://supreme.justia.com/cases/federal/us/597/392/#tabopinion-4600818>

Concurring Opinion (Kavanaugh, J.) <https://supreme.justia.com/cases/federal/us/597/392/#tabopinion-4600819>

Concurring Opinion (Roberts, J.) <https://supreme.justia.com/cases/federal/us/597/392/#tabopinion-4600820>

Dissenting Opinion (Kagan, J.)

Finding the law and cases Legal Research Sites (includes actual cases and summaries of cases)

<https://www.oyez.org/>

<https://supreme.justia.com/cases/federal/us/384/436/>

<https://www.law.cornell.edu/>

### General Sources of Information

[https://dicta.icaad.ngo/timeline/?gclid=CjwKCAiA7vWcBhBUEiwAXieltnWmtpPi9izn8j9dUHR7PvMLtuJFPF3eTY26w4kE1ACQIA02m7hoC5eoQAvD\\_BwE](https://dicta.icaad.ngo/timeline/?gclid=CjwKCAiA7vWcBhBUEiwAXieltnWmtpPi9izn8j9dUHR7PvMLtuJFPF3eTY26w4kE1ACQIA02m7hoC5eoQAvD_BwE)

Famous cases; landmark cases through poetry and narration which include discussion of how cases shaped the nation

<https://www.retroreport.org/education/resources/the>

