

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Submission Information

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College/School

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The College of Liberal Arts and Sciences (CLA)

Department/School

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School of Politics and Global Studies  
(CGVTPOLGLB)

Submission Type

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New Request

Requested Effective Date

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Fall 2024

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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POS

Course Number

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472

Units/Credit Hours

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3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Constitutional Law II

Course Catalog Description

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Development of the U.S. Constitution as reflected in decisions of the Supreme Court; due process; equal protection of laws; individual rights; civil liberties.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

Yes

Shared Departments/Schools

School of Applied Sciences and Arts (CASA)

Statement of Support #1

[POS 472 Statement of Support.pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

### General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Revised POS 472 Con Law II\\_F24.pdf](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

**In an American Institutions course, students must be exposed to the following knowledge or sources:**

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

Understanding the Supreme Court

1. Location in Syllabus

Week 1 & 2

2. Identified Topic or Source

Limits on Judicial Power

2. Location in Syllabus

Week 2

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source	1. Location in Syllabus
Throughout syllabus but privacy/abortion	Week 8

2. Identified Topic or Source	2. Location in Syllabus
Demise of Separate but Equal doctrine and Brown v. Board of Ed	Week 10

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source	1. Location in Syllabus
Federalist papers	Week 1

2. Identified Topic or Source	2. Location in Syllabus
14th Amendment	Weeks 10 & 11

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source	1. Location in Syllabus
Roe v. Wade and Dobbs v. Jackson	Week 8

2. Identified Topic or Source	2. Location in Syllabus
New York Times v. United States	Week 6

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source	1. Location in Syllabus
New York Times v. Sullivan (1964) Hustler Magazine v. Falwell (1988)	Week 7

2. Identified Topic or Source	2. Location in Syllabus
Brown v. Entertainment Merchants Association (2011)	Week 8

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source	1. Location in Syllabus
Comparison to other countries on free speech and libel	Week 6

2. Identified Topic or Source

2. Location in Syllabus

Comparison to other countries on right to counsel and searches

Weeks 8, 9, 10

## AMIT Learning Outcomes

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

### Exam 1

**In this exam, students are offered two prompts and are asked to describe and analyze the differing views of the parties, debates among the justices, and the impact on rights and liberties. One prompt asks about legal factors in decision making and how/why they changed over time.**

**Answer one of the two following questions.**

**Essay (100 Points). Answer one of the essay questions below. Please answer thoroughly bringing in relevant information from majority and separate opinions.**

**The Court has consistently held that the freedom of speech is a fundamental right. However many justices have disagreed about the scope of this right. Please describe the range of views on this issue and Select three cases that you think best exemplify the range of views expressed by the Court over the 20th century. Do you think there were external influences on the Court and individual justices? Is it appropriate for justices to consider the external environment when deciding cases? Why or why not?**

**OR**

**In deciding cases, the Supreme Court usually refers to some legal explanation for how it has arrived at its decisions. Your textbook identifies these as: original intent, textualism, original stare decisis, polling jurisdictions, and pragmatism. Please describe these approaches. Focusing on stare decisis please describe that in detail and please describe what that approach entails. Also, please describe why many think this approach is a good one for deciding cases and also describe the criticisms of this approach. Finally, please select a case where stare decisis (i.e., precedent) was a central component of the Court's decision. You can select a case**

where you think the court dramatically departed from precedent or where the Court based its reasoning on prior precedent. Describe the background, facts and legal questions of that case. Most importantly, please describe how precedent factored into the Court's decision and whether all of the justices agreed with that reasoning. (please note that part of your grade will be based on your choice of case and whether it is one that is a good example of precedent).

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

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### Exam 3

**In this exam, students are offered two prompts and are asked to describe and analyze the differing views of the parties, debates between the justice, and the impact on groups in society**

**Answer either of the two following questions:**

**1. The Second Amendment refers to the right to keep and bear arms. What is the history and debate about this amendment? What does it mean to distinguish between an individual versus a collective right? How has the Court decided these few cases? What do you anticipate the Court doing with regards to prohibitions from states to those with orders of protection from obtaining a weapon?**

or

**2. The Court has had dramatically different views on reproductive rights. From Roe v. Wade, to Casey to Dobbs, what are the different standards and decisions, and what accounts for those decisions. Please reference the different views expressed in these decisions.**

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

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In Exam 1's Essay prompt (100 pts), students are assessed for their understanding of examine a fundamental aspect of civic participation—free speech—in this exam question: The Court has consistently held that the freedom of speech is a fundamental right. However many justices have disagreed about the scope of this right. Please describe the range of views on this issue and Select three cases that you think best exemplify the range of views expressed by the Court over the 20th century. Do you think there were external influences on the Court and individual justices? Is it appropriate for justices to consider the external environment when deciding cases? Why or why not?

Exam 3's essay question (100pts), students are assessed for their understanding asked to describe and analyze the individual citizen's and collective views of the parties in two key case topics:

1. The Second Amendment refers to the right to keep and bear arms. What is the history and debate about this amendment? What does it mean to distinguish between an individual versus a collective right? How has the Court decided these few cases? What do you anticipate the Court doing with regards to prohibitions from states to those with orders of protection from obtaining a weapon?

or

2. The Court has had dramatically different views on reproductive rights. From *Roe v. Wade*, to *Casey* to *Dobbs*, what are the different standards and decisions, and what accounts for those decisions. Please reference the different views expressed in these decisions.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Assessment name: Group projects

Assessment description:

Students are given three hypothetical cases and must present arguments about how the Supreme Court would decide. Students must include evidence from prior decisions and from social science research on the case topic (e.g., demographic data in a hypothetical gender discrimination case). Students are graded based on the quality of their analysis, incorporation of relevant evidence, and persuasiveness of their presentations. In addition, the same group presents three times and individual efforts in the written and presented arguments are assessed. Multiple individuals present for the group in each project and everyone presents in at least two projects.

## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - March 13, 2024 at 4:58 PM (America/Phoenix)

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## Department Approval

Approved

Tara Lennon - March 13, 2024 at 5:15 PM (America/Phoenix)

Gunes Tezcur

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## GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 13, 2024 at 5:24 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/)

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - March 13, 2024 at 5:34 PM (America/Phoenix)

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## Department Approval

Approved

Tara Lennon - March 13, 2024 at 5:40 PM (America/Phoenix)

Gunes Tezcur

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## GSC Coordinator Review

Approved

Kaitlyn Dorson - March 14, 2024 at 9:37 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - March 14, 2024 at 11:27 AM (America/Phoenix)

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 14, 2024 at 11:53 AM (America/Phoenix)

April Randall

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## American Institutions (AMIT) Subcommittee

Acknowledgement Requested

Susan Miller

Ruby Arjona

Mark Ramirez - March 26, 2024 at 10:59 AM (America/Phoenix)

Evidence of Element 6 is not clear in the syllabus. Please check the location within the syllabus to align with the Kualu form as to when they appear.

AMIT category outcome 2: Assessment does not measure understanding of AMIT learning category, i.e., impact of institutions.

AMIT category outcome 3: Assessment is missing a specific connection to how institutions connect to citizenship and civic participation.

Course objectives or overview is either missing or included in course description. We also recommend course description match ASU catalog with details of this specific iteration of the course being included in the overview or objectives section of the syllabus.

Brent Scholar

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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## Registrar Notification

Notification



## Courses Implementation

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### Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

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### Proposer Notification

Notification

Lisa Lamb

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### College Notification

Notification Error

The workflow will fail at this step:

There are no users in the Notification Only (General Studies) role of The College of Liberal Arts and Sciences (CLA)

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### ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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### DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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