

Political Science 519
The Courts and Civil Liberties
Course # 16525-3
Mr. Charles Smith
Spring, 2006

A man said to the Universe: "Sir, I exist!"
"However," replied the Universe, "the fact
has not created in me a sense of
obligation."

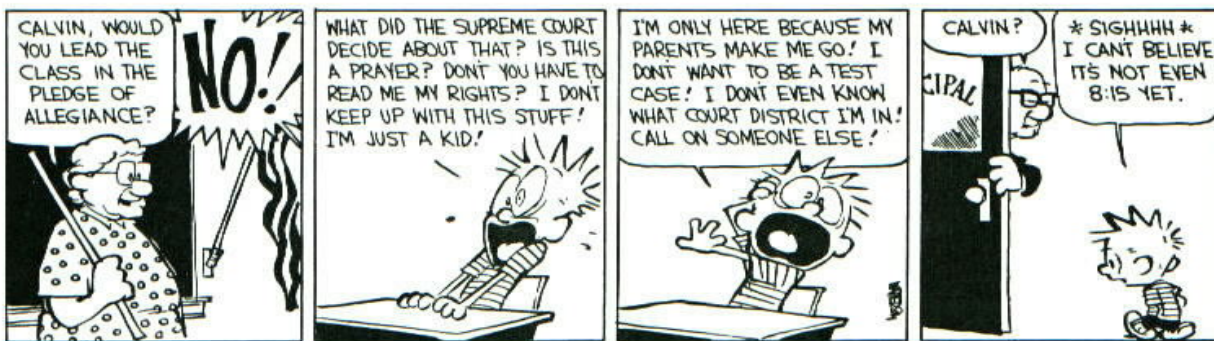
--Stephen Crane

The judiciary . . . has no influence over either the sword or the purse; no direction either of the strength or of the wealth of the society, and can take no active resolution whatever. It may truly be said to have neither FORCE nor WILL but merely judgment; and must ultimately depend upon the aid of the executive arm even for the efficacy of its judgments. ...[T]he judiciary is beyond comparison the weakest of the three departments of power.

--Alexander Hamilton, *Federalist 78*

It is emphatically the province and duty of the judicial department to say what the law is.

--Chief Justice John Marshall, *Marbury v. Madison* (1803).



I. Introduction

What *are* civil liberties? How do they compare with civil rights? What has been the process by which Americans have gained certain protections against actions taken by the state and other Americans? While the U.S. Constitution spells out certain rights held by Americans, all Americans have not always held these rights. Additionally, not all of the rights that protect Americans are listed in the Constitution. The purpose of this course is to introduce students to the realm of civil liberties. Hopefully by the end of the term students will have a better appreciation of the complexities inherent in both the interpretation and application of certain key constitutional protections.

II. Contact Information

Instructor: Charles Smith 2140B Derby Hall
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E-mail: smith.3280@osu.edu (**Subject: 519**)

Office Hours: Mon./Wed/Fri. 10:00 to 11:00 A.M. and by appointment

III. Required Texts

Lee Epstein and Thomas G. Walker. 2004. *Constitutional Law for a Changing America: Rights, Liberties, and Justice*, 5th ed. Washington, D.C.: CQ Press (ISBN # 1-56802-817-2)

IV. Student Responsibilities and Course Grading

Formal Course Requirements

First Midterm Examination: 25% of course grade

The first examination will be held in class on **Tuesday, April 26** and will cover the first four weeks of lectures and readings.

Second Midterm Examination: 30% of course grade

The second examination will be held in class on **Thursday, May 12**, and will cover material presented following the first exam.

Final Examination: 30% of course grade

The final examination will be held on **Tuesday, June 6, at 11:30 A.M.** and will cover only readings and material presented in class since the second examination. The final **IS NOT** comprehensive.

Book Review: 15% of course grade

You are required to select and read one book from the list of banned books that I have provided (see below). You will write a 3 to 5 page paper outlining the book *and* discussing *why* the book has been banned. Once the paper has been submitted, you will schedule a thirty minute conversation with the instructor to discuss the selected book.

Please refrain from wearing hats during exams.

Grading Scale for examinations

A 94% and above	B- 80 – 83%	D 65 – 69%
A- 90 - 93%	C+ 77 – 79%	D- 60 – 64%
B+ 87 - 89%	C 74 – 76%	E 59% and below
B 84 - 86%	C- 70 – 73%	



Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the state objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Policy on missed exams

Exams: Exceptions in emergency situations are inevitable but, in general, students missing an exam will receive a grade of zero. If you must miss an exam (such as in cases of illness or family/personal emergencies), please contact the instructor **as soon as possible PRIOR** to the scheduled test time; you must contact the instructor upon your return to find out the date, time, and location of the makeup exam. **Makeup exams MUST be completed within FIVE days (including weekends) of the regularly scheduled examination. Absences must be documented to the instructor's satisfaction. Makeup exams are given at the discretion of the instructor.**

Policy on attendance

It is expected that students will attend each class session. Attendance will be taken daily during the first two weeks of the quarter. **Following university Rule 3335-7-33, students will be disenrolled from the course if they are absent the first week of class and do not notify the instructor of their intention to remain enrolled.**

Policy on participation

While grades will not be assigned specifically for participation, it is hoped that students will make an effort to provide informed contributions to class discussions.

Policy on cellular telephones and pagers

Out of respect for others, students must turn off cellular phones or pagers prior to class.

V. Academic Integrity

All of the work you do in this course is expected to be your own. *Cheating or plagiarism will not be tolerated.* Cases of academic misconduct will be reported to the university committee on academic misconduct (COAM) and handled according to university policy. Penalties can include failing this class and/or expulsion from the university. For further information, please visit <http://www.osu.edu/offices/oa/procedures/1.0.html>

For additional information regarding plagiarism, please visit
<http://oaa.osu.edu/coam/prevention.html>

VI. Students with Disabilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability that will make it difficult for you to carry out the work as outlined in this syllabus, please notify the instructor as soon as possible so that appropriate arrangements can be made. **You must also contact the university's Office of Disability Services (292-3307) to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, consult the ODS website at <http://www.ods.ohio-state.edu/ods/students/handbook/>

- VII. Course Schedule** – All dates are tentative; the schedule may be modified as needed. Exam dates are changeable only by the instructor. Please be mindful of examination dates. Class time affords a perfect opportunity to ask questions and you are encouraged to take advantage of it. The instructor is also available for assistance during office hours and at any other mutually agreeable time.

Important Dates

April 14 (Friday) – Last day to drop course without a “W” on your record

April 26 (Tuesday) – First Examination

May 12 (Thursday) – Second Examination

May 12 (Friday) – Last day to drop course without petitioning

June 6 (Tuesday) – Final Examination at 11:30 A.M. in 002 Lazenby Hall

Suggestions on how to approach the readings— You will notice that the cases listed below as assigned reading are divided into two groups: “**boldface**” cases and “regular” cases. “**Boldface**” cases are to be read and thoroughly understood. “Regular” cases are to be looked at in terms of *jurisprudential development* (i.e., how a particular area of law has evolved over time). The opinion of the Court and its rationale in deciding the “regular” cases are of greater importance than the facts of the cases. Keep this in mind while you read and prepare for examinations. The chapters in the text provide material to place the cases in historical context and to demonstrate paths of legal development, all of which is testable. **Warning: cases should not be read separate from the text of the chapter.**

Schedule: All dates are tentative; the schedule may be modified as needed. Exam dates can be changed *only* by the instructor.

Tuesday, March 28—Introduction

There is no power above them, to control any of their decisions. There is no authority that can remove them, and they cannot be controlled by the laws of the legislature. In short, they are independent of the people, the legislature, and of every power under heaven. Men placed in this situation will generally soon find themselves independent of heaven itself.

--Brutus (Anti-Federalist Essay XV, 20 March 1788)

What are civil liberties? What are civil rights?
Structure of the federal courts
How cases arrive at the U.S. Supreme Court
The issue of *justiciability*

Read: Epstein and Walker (hereinafter E&W), pages 3 to 9 and Chapt. 1

Thursday, March 30—Constitutional Sources of Civil Rights and Liberties

There is, of course, a sphere within which the individual may assert the supremacy of his own will, and rightfully dispute the authority of any human government, especially of any free government existing under a written constitution, to interfere with the exercise of that will. But it is equally true that in every well-oriented society charged with the duty of conserving the safety of its members, the rights of the individual in respect of his liberty may at times, under the pressure of great dangers, be subjected to such restraint, to be enforced by reasonable regulations, as the safety of the general public may demand.

--Justice John M. Harlan (I), writing for the Supreme Court in *Jacobson v. Massachusetts* (1905)

Read: E&W, Chapt. 2

- *Marbury v. Madison* (1803)
- *Ex parte McCordle* (1869)

Tuesday, April 4—The Rights Revolution

A bill of rights is what the people are entitled to against every government on earth, general or particular; and what no just government should refuse, or rest on inference.

--Thomas Jefferson, Letter to James Madison 20 December 1787

Read: E&W, Chapt. 3

- *Barron v. Baltimore* (1833)
- *Hurtado v. California* (1884)
- *Gitlow v. New York* (1925) – pp. 224-27
- *Palko v. Connecticut* (1937)
- *Duncan v. Louisiana* (1968)

Thursday, April 6— Religious Liberty and Church-State Relations, Part I
The “Free Exercise” Clause

[O]ne of the mandates of the First Amendment is to promote a viable, pluralistic society and to keep government neutral, not only between sects, but also between believers and nonbelievers.

--Justice William O. Douglas, dissenting in *Walz v. Tax Commission* (1970)

Read: E&W, Chapt. 4, pp. 105-45

- *Minersville School District v. Gobitis* (1940)
- ***Sherbert v. Verner* (1963)**
- ***Wisconsin v. Yoder* (1972)**
- ***Employment Division of Oregon v. Smith* (1990)**
- *Lamb’s Chapel v. Center Moriches School Dist.* (1993)
- *Church of the Lukumi Babalu Aye v. City of Hialeah* (1993)
- *City of Boerne v. Flores* (1997)
- *Gonzales v. O Centro Espirita Beneficiente Uniao Do Vegetal* (04-1084, 2005)
- *Cutler v. Wilkinson* (2005)

Tuesday, April 11— Religious Liberty and Church-State Relations, Part II
The “Establishment” Clause

In attempting to articulate the scope of the two Religion Clauses, the Court’s opinions reflect the limitations inherent in formulating general principles on a case-by-case basis. The considerable internal inconsistency in the opinions of the Court derives from what, in retrospect, may have been too sweeping utterances on aspects of these clauses that seemed clear in relation to the particular cases but have limited meaning as general principles. . . .

--Chief Justice Warren Burger, writing for the Court in *Walz v. Tax Commission* (1971)

Read: E&W, Chapt. 4, pp. 145-212

- ***Everson v. Board of Education* (1947)**
- ***Engel v. Vitale* (1962)**
- *Walz v. Tax Commission* (1970)
- ***Lemon v. Kurtzman* (1971)**
- ***Edwards v. Aguillard* (1987)**
- *Agostini v. Felton* (1997)
- ***Zelman v. Simmons-Harris* (2002)**
- *Newdow v. U.S. Congress* (2002)
- *McCreary County, KY v. ACLU of KY* (2005)
- *Van Orden v. Perry* (2005)

Thursday, April 13— Expressive Freedom and the First Amendment

Freedom to speak and write about public questions is as important to the life of our government as is the heart to the human body. In fact, this privilege is the heart of our government. If that heart be weakened, the result is debilitation; if it be stilled, the result is death

--Justice Hugo Black, *Milk Wagon Drivers Union v. Meadowmoor Dairies* (1941)

Read: E&W, Chapt. 5 ONLY to page 294

- *Schenck v. United States* (1919)
- *Abrams v. United States* (1919)
- *Gitlow v. New York* (1925)
- *Dennis v. United States* (1951)
- *Brandenberg v. Ohio* (1969)
- *United States v. O’Brien* (1968)
- *Tinker v. Des Moines* (1969)

- *Cohen v. California* (1971)
- ***Texas v. Johnson* (1989)**
- ***R.A.V. v. City of St. Paul* (1992)**
- *Virginia v. Black* (2003)
- ***Hill v. Colorado* (2000)**

Tuesday, April 18—Expressive Freedom Continued – Association and Obscenity

What shocks me may be sustenance for my neighbor. What causes one person to boil up in rage over one pamphlet or movie may reflect only his neurosis, not shared by others.

--Justice William O. Douglas, dissenting in *Miller v. California* (1973)

Read: E&W, pp. 311-18 and Chapt. 7

- ***Boy Scouts of America v. Dale* (2000)**
- *Regina v. Hicklin*, 3 Queens Bench 360 (1868)
- *Butler v. Michigan* (1957)
- *Jacobellis v. Ohio* (1964)
- ***Roth v. United States* (1957)**
- ***Miller v. California* (1973)**
- ***Reno v. ACLU* (1997)**
- *New York v. Ferber* (1982)
- *Ashcroft v. Free Speech Coalition* (2002)
- *Ashcroft v. American Civil Liberties Union* (2002)

Thursday, April 20— Freedom of the Press

It is a fundamental principle, long established, that the freedom of speech and of the press which is secured by the Constitution, does not confer an absolute right to speak or publish, without responsibility, whatever one may choose, or an unbridled license that gives immunity for every possible use of language and prevents the punishment of those who abuse this freedom.

--Justice Edward T. Sanford in *Gitlow v. New York* (1925)

WARNING!!! Today's lecture contains language of a frank and explicit sexual nature.

Read: E&W, Chapt. 6 and pp. 395-417

- *Near v. Minnesota* (1931)
- ***New York Times Co. v. United States* (1971)**
- *New York Times v. Sullivan* (1964)
- *Gertz v. Welch* (1974)
- *Cox Broadcasting v. Cohn* (1975)
- *Miami Herald v. Tornillo* (1974)
- *Red Lion Broadcasting v. FCC* (1969)
- ***Federal Communications Commission v. Pacifica* (1978)**
- *Hustler Magazine v. Falwell* (1988)
- *United States v. Playboy Entertainment Group* (2000)

Tuesday, April 25--Continuation

Thursday, April 27— First Examination

Tuesday, May 2— The Right to Privacy

We deal with a right of privacy older than the Bill of Rights—older than our political parties, older than our school system. . . . would we allow the police to search the sacred precincts of the marital bedroom for telltale signs of the use of contraceptives? The very idea is repulsive to the notions of privacy surrounding the marriage relationship.

--Justice William O. Douglas in *Griswold v. Connecticut* (1965)

Read: E&W, Chapt. 9

- *Lochner v. New York* (1905)
- *Meyer v. Nebraska* (1923)
- *Pierce v. Society of Sisters*
- ***Griswold v. Connecticut* (1965)**
- *Roe v. Wade* (1973)
- *Planned Parenthood v. Danforth* (1976)
- *Akron v. Akron Center* (1983)
- *Webster v. Reproductive Health Services* (1989)
- ***Planned Parenthood v. Casey* (1992)**
- *Ayotte v. Planned Parenthood of Northern New England* (04-1144, 2005)
- *Stenberg v. Carhart* (2000)
- *Bowers v. Hardwick* (1987)
- *Lawrence v. Texas* (2003)
- *Cruzan v. Director, Missouri Health* (1990)
- *Washington v. Glucksberg and Vacco v. Quill* (1997)
- *Gonzales v. Oregon* (04-0623, 2005)

Thursday, May 4—Continuation of privacy

Tuesday, May 9— Equal Protection and Anti-discrimination

We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

--Chief Justice Earl Warren in *Brown v. Board of Education* (1954)

Read: E&W, pp. 651 to 659 and Chapt. 12

- *Dred Scott v. Sandford* (1857)
- *Slaughterhouse Cases* (1873)
- *The Civil Rights Cases* (1883)
- *Plessy v. Ferguson* (1896)
- *Missouri ex rel. Gaines v. Canada* (1938)
- ***Shelley v. Kraemer* (1948)**
- *Sweatt v. Painter* (1950)

Thursday, May 11—Continuation of Anti-discrimination

- ***Brown I* (1954)**
- ***Brown II* (1955)**
- *Burton v. Wilmington Park Authority* (1961)
- ***Loving v. Virginia* (1967)**
- *Swann v. Charlotte-Mecklenburg* (1971)
- *Reed v. Reed* (1971)
- ***Moose Lodge # 107 v. Irvis* (1972)**
- *Millikin v. Bradley* (1974)

- *Frontiero v. Richardson* (1973)
- *Craig v. Boren* (1976)
- *Regents of the U. of California v. Bakke* (1978)
- *United States v. Virginia* (1996)
- ***Grutter v. Bollinger* (2003)**

Tuesday, May 16— Second Examination

**Thursday, May 18— The Constitution and Criminal Justice, Part I
Search and Seizure**

He that excuses the guilty, condemns the innocent.

--Francis Quarles (1592-1644)

Read: E&W, Chapt. 10

- *Illinois v. Gates* (1983)
- *Katz v. United States* (1967)
- *Ferguson v. City of Charleston* (2001)
- ***Mapp v. Ohio* (1961)**
- ***Terry v. Ohio* (1968)**
- ***United States v. Leon* (1984)**
- *Georgia v. Randolph* (04-1067, 2005)
- *U.S. v. Grubbs* (04-1414, 2006)
- *Illinois v. Caballes* (2005)
- ***New Jersey v. Powell* (2002)**

**Tuesday, May 23— The Constitution and Criminal Justice, Part II
Legal Representation, Confessions, and Fair Trials**

Read: E&W, Chapt. 11 (pages 580 to 613)

- *Powell v. Alabama* (1932)
- ***Gideon v. Wainwright* (1963)**
- *Escobedo v. Illinois* (1964)
- ***Miranda v. Arizona* (1966)**
- *Batson v. Kentucky* (1986)
- *Sheppard v. Maxwell* (1966)
- *JEB v. Alabama ex rel T.B.* (1994)
- ***Dickerson v. United States* (2000)**
- *Halbert v. Michigan* (2005)
- *Rompilla v. Beard* (2005)
- *U.S. v. Booker* (2005) and *U.S. v. Fanfan* (2005)

Thursday, May 25—Guest Speaker—Mr. Pete Chimbidis, Office of the Public Defender

**Tuesday, May 30—The Constitution and Criminal Justice, Part III
The Death Penalty**

It is better that ten guilty persons escape, than that one innocent suffer.
--Sir William Blackstone 1723-1780)

Read: E&W, Chapt. 11 (pages 614 to 646)

- *Furman v. Georgia* (1972)
- ***Gregg v. Georgia* (1976)**
- *McCleskey v. Kemp* (1987)
- *Singleton v. Norris* (8th Cir., 2003; docket # 00-1492)
- *Ford v. Wainwright* (1986) 477 U.S. 399
- ***Atkins v. Virginia* (2002)**
- *Ewing v. California* (2003)
- ***Roper v. Simmons* (2005)**

Thursday, June 1—Juvenile Justice

Readings: TBD

Tuesday, June 6 – Final Examination at 11:30 A.M. in 002 Lazenby Hall

Sample Essay Questions:

1. *Miller v. California* (1973) was the case in which Chief Justice Burger, writing for the Court majority, crafted a new definition of *obscenity*. **(8 points)**
 - A. What was this new definition?
 - B. How did this new definition differ from the one that the Warren Court had developed in cases such as *Roth v. United States*?
 - C. Why was the *Miller* definition problematic?
2. What is *symbolic speech*? Please identify *one* Supreme Court case dealing with symbolic speech as it relates to students attending public school and 1) describe the issue involved and 2) give the holding of the Court. **(4 points)**

Websites of interest

FindLaw Supreme Court Opinions

<http://www.findlaw.com/casecode/supreme.html>

FindLaw Supreme Court Center

http://supreme.lp.findlaw.com/supreme_court/resources.html

The Oyez Project of Northwestern University

<http://oyez.nwu.edu/>

Legal History Resources

<http://www.law.utexas.edu/rare/legalhis.htm>

U.S. Judicial Branch Resources

<http://www.loc.gov/global/judiciary.html>

Law.com Supreme Court Monitor

http://www.law.com/us_supreme_ct/

Federal Judiciary Links

<http://www.uscourts.gov/allinks.html>

Federal Judicial Biography Database

http://air.fjc.gov/history/judges_frm.html

Federal Court Locator

<http://vls.law.vill.edu/Locator/fedcourt.html>

American Bar Association's Law Link

<http://www.abanet.org/lawlink/home.html>

Law Dictionaries On the Web

FindLaw Dictionary-- searchable database of legal terms.

<http://dictionary.lp.findlaw.com/>

Jurisdictionary - useful facts about the words and the rules that lawyers use.

<http://www.jurisdictionary.com/>

law.com: Law Dictionary - searchable database of legal terms.

<http://dictionary.law.com/lookup2.asp>

To locate docketing sheets, go to <http://www.supremecourtus.gov/>

→ Where it says “For Documents Containing:” type the docket number into the field (e.g., 04-1084) and click “SEARCH”

→ Click on the hyperlink for [Docket for 04-1084](#) to view the docket

For commentary on recent Court decisions, visit the “On the Docket” website for the Medill School of Journalism at Northwestern University at <http://docket.medill.northwestern.edu/>

→ Select the Case List for the 2005-2006 term, then scroll down to locate the case

This will give you a synopsis of the case. WARNING—this is not the full text of the opinion!

For full text of the opinions, go to the FindLaw website at <http://www.findlaw.com/casecode/supreme.html>

→ Click on hyperlink for “Recent Decisions” or “2006 Decisions” or “2005 Decisions” depending on the year the case was decided.

Note: You can also search by party name or citation.

Top 100 Banned Books of 2005 – Online Computer Library Center

1. *The Bible*
2. *Huckleberry Finn* – Mark Twain
3. *Don Quixote* – Miguel de Cervantes
4. *The Koran*
5. *Tom Sawyer* – Mark Twain
6. *Arabian Nights*
7. *Gulliver's Travels* – Jonathan Swift
8. *Canterbury Tales* – Geoffrey Chaucer
9. *Scarlet Letter* – Nathaniel Hawthorne
10. *Leaves of Grass* – Walt Whitman
11. *Uncle Tom's Cabin* – Harriet Beecher Stowe
12. *The Prince* – Niccolo Machiavelli
13. *Diary of a Young Girl* – Anne Frank
14. *Madame Bovary* – Gustave Flaubert
15. *Oliver Twist* – Charles Dickens
16. *Les Miserables* – Victor Hugo
17. *Dracula* – Bram Stoker
18. *Autobiography* – Benjamin Franklin
19. *Tom Jones* – Henry Fielding
20. *Book of Common Prayer* – Church of England
21. *Essays* – Michel de Montaigne
22. *Grapes of Wrath* – John Steinbeck
23. *Tess of the D'Urbervilles* – Thomas Hardy
24. *History of the Decline and Fall of the Roman Empire* – Edward Gibbon
25. *Origin of Species* – Charles Darwin
26. *Ulysses* – James Joyce
27. *Animal Farm* – George Orwell
28. *Nineteen Eighty-Four* – George Orwell
29. *Decameron* – Giovanni Boccaccio
30. *Candide* – Voltaire
31. *To Kill a Mockingbird* – Harper Lee
32. *Analects* – Confucius
33. *Dubliners* – James Joyce
34. *Of Mice and Men* – John Steinbeck
35. *Farewell to Arms* – Ernest Hemingway
36. *Red and the Black* – Stendhal
37. *Adventures of Sherlock Holmes* – Arthur Conan Doyle
38. *Capital* – Karl Marx
39. *Flowers of Evil* – Charles Baudelaire
40. *Brave New World* – Aldous Huxley
41. *Lady Chatterley's Lover* – D.H. Lawrence
42. *Jungle* – Upton Sinclair
43. *Sister Carrie* – Theodore Dreiser
44. *Gone with the Wind* – Margaret Mitchell
45. *Lord of the Flies* – William Golding
46. *All Quiet on the Western Front* – Erich Maria Remarque
47. *Fahrenheit 451* – Ray Bradbury
48. *Communist Manifesto* – Karl Marx
49. *The Sun Also Rises* – Ernest Hemingway
50. *Jude the Obscure* – Thomas Hardy
51. *Diary* – Samuel Pepys
52. *Doctor Zhivago* – Boris Pasternak
53. *Critique of Pure Reason* – Immanuel Kant
54. *Praise of Folly* – Desiderius Erasmus
55. *One Flew Over the Cuckoo's Nest* – Ken Kesey
56. *East of Eden* – John Steinbeck
57. *Catch-22* – Joseph Heller

58. *Moll Flanders* – Daniel Defoe
59. *The Color Purple* – Alice Walker
60. *Catcher in the Rye* – J.D. Salinger
61. *Autobiography of Malcolm X* – Malcolm X
62. *Essay Concerning Human Understanding* – John Locke
63. *Bluest Eye* – Toni Morrison
64. *Invisible Man* – Ralph Ellison
65. *I Know Why the Caged Bird Sings* – Maya Angelou
66. *Leviathan* – Thomas Hobbes
67. *One Day in the Life of Ivan Denisovich* – Aleksandr Solzenitsyn
68. *Bridge to Terabithia* – Katherine Paterson
69. *Confessions* – Jean Jacques Rousseau
70. *Gargantua and Pantagruel* – Francois Rabelais
71. *Women in Love* – D.H. Lawrence
72. *Social Contract* – Jean Jacques Rousseau
73. *American Tragedy* – Theodore Dreiser
74. *Separate Peace* – John Knowles
75. *Bell Jar* – Sylvia Plath
76. *Talmud*
77. *Mein Kampf* – Adolf Hitler
78. *James and the Giant Peach* – Roald Dahl
79. *Red Pony* – John Steinbeck
80. *Popol Vuh*
81. *Metaphysics* – Aristotle
82. *Satyricon* – Petronius
83. *Affluent Society* – John Kenneth Galbraith
84. *Little House on the Prairie* – Laura Ingalls Wilder
85. *Institutes of the Christian Religion* – Jean Calvin
86. *Lolita* – Vladimir Nabokov
87. *Slaughterhouse Five* – Kurt Vonnegut
88. *Clan of the Cave Bear* – Jean M. Auel
89. *Black Boy* – Richard Wright
90. *Spirit of the Laws* – Charles de Secondat Baron de Montesquieu
91. *Julie of the Wolves* – Jean Craighead George
92. *Steppenwolf* – Hermann Hesse
93. *Power and the Glory* – Graham Greene
94. *Black Like Me* – John Howard Griffin
95. *Sylvester and the Magic Pebble* – William Steig
96. *Sanctuary* – William Faulkner
97. *As I Lay Dying* – William Faulkner
98. *Sorrows of Young Werther* – Johann Wolfgang von Goethe
99. *Handmaids Tale* – Margaret Atwood
100. *Chocolate War* – Robert Cormier

Statement of Student Responsibility*
Political Science 519
Spring, 2006

I state that I have read and understand the requirements as outlined in the syllabus for this course. I understand that 500-level courses are taught at a pace that requires considerable work and I am prepared to complete the assignments as required and take responsibility should I fail to comply with the guidelines for the course. I agree to abide by the Code of Student Conduct and understand that failure to do so will result in university academic misconduct proceedings.

I understand that if I need assistance with materials throughout the term the instructor is available to guide me, but that ultimately I am responsible for my own work and for notifying the instructor if I do have problems.

Signature

Date

Print Name: _____ Hometown: _____

Year in School: _____ Major/Minor: _____

E-mail Address: _____ Phone #: _____

Pre-Law? (circle one) Yes No

Prior PoliSci/Govt Courses: _____

Reason for Taking Course: _____

Course Expectations: _____

Special Considerations (i.e., disability, graduating senior): _____

Interesting Tidbit About Myself:

* Please complete and return to the instructor in class on Thursday, March 30.