

# **CONSTITUTIONAL LAW 509A-3 (§ 001)**

## **POWERS OF GOVERNMENT**

**PROFESSOR CINDY G. BUYS**  
**FALL 2023**

**Meeting Place and Times:** Room 204  
Tuesdays and Thursdays, 9-10:15 p.m.

**Contact Info:** Office 258  
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Office Hours: Wednesdays 2-4 pm or by appointment

**Faculty Assistant:** Cynthia Heisner (heisner@siu.edu)  
**Teaching Assistant:** Danielle Costello (georgia.costello@siu.edu)

### **Course Description and Objectives:**

The U.S. Constitution is not only the foundation for our government and legal system but is part of our culture as well. In this course, students will become familiar with the structure and text of the Constitution of the United States and how it has been interpreted by the U.S. Supreme Court to resolve some of the most difficult legal questions of the times. During Constitutional Law Part A, we will concentrate on the structure of government and the respective powers of the three branches of the federal government, the Legislature, the Executive, and the Judiciary, as well as the division of power between the state and federal governments.

When you have completed this course, you should be able to:

1. Identify and explain the respective powers of the three branches of federal government in the U.S. Constitution, the areas of overlap between these powers, and the resulting tensions;
2. Articulate the concept of federalism and the source and scope of state power;
3. Analyze whether particular governmental actions violate principles of separation of powers or federalism;
4. Construct a constitutional law argument using various sources and doctrines common to U.S. Supreme Court jurisprudence; and
5. Understand and intelligently discuss the values and political or policy considerations that drive the development of constitutional law and who gains and loses as a result of U.S. Supreme Court decisions.

This course will also help you develop other skills necessary to be an effective lawyer, including:

1. Interpersonal skills, such as active listening, empathy, and effective allyship during discussions, necessary to work effectively as a member of a team; and
2. Independent learning skills, such as critical reading and thinking, necessary to be a life-long learner.

**Required Reading:**

Most of the reading assignments for this course will be drawn from Massey & Denning, *AMERICAN CONSTITUTIONAL LAW: POWERS AND LIBERTIES* (7th ed. 2022) [hereinafter M&D]. Newer case excerpts, reading assignments, and other assigned activities for the course will be posted on the class D2L page at appropriate times or made available in class.

The M&D book is a Connected Casebook meaning that there are some helpful resources available online to students who have purchased the book, including some practice multiple-choice (MC) questions. I encourage you to register for and utilize this online resource. I also encourage you to take advantage of the BARBRI practice questions for Constitutional Law.

**Other Helpful Resources:**

Each year, students ask for recommendations of secondary materials to consult to help them understand difficult aspects of constitutional law. Here are a few suggestions:

Erwin Chemerinsky's treatise, *CONSTITUTIONAL LAW* (Aspen 7th ed. 2023)  
Araiza, *UNDERSTANDING CONSTITUTIONAL LAW* (5<sup>th</sup> ed. 2020)

For practice questions and answers, students may wish to consult:  
Brannon Denning, *THE GLANNON GUIDE TO CONSTITUTIONAL LAW*  
Ides & May, *CONSTITUTIONAL LAW EXAMPLES AND EXPLANATIONS*  
McGreal, Eads & Rhodes, *QUESTIONS AND ANSWERS: CONSTITUTIONAL LAW*

These resources are completely optional, and you do not need to buy them.

**Reading Assignments:**

Your first reading assignment for Tuesday, Aug. 22 is to read this syllabus, the U.S. Constitution, preamble and art. I-VI, and to begin reading M&D, Chapter One. Also read articles, "*Effective vs. Ineffective Teams*" and "*What Really Makes Teams Work*" (on the D2L page).

The schedule of reading assignments and activities for the semester will be posted on the class D2L page at appropriate times.

**Course Structure and Teaching Methodology:**

TEAM = Together everyone achieves more.

*Team-Based Learning:*

Lawyers routinely collaborate with others to solve legal problems in both public and private practice. The ability to work well with others is an important skill that leads to successful careers. Moreover, studies have repeatedly shown that higher learning outcomes result when resources are pooled. Accordingly, we will follow a modified version of a teaching method called Team-Based Learning (TBL) this semester to enhance your learning and improve your collaboration skills.

### *Law Firms:*

During the first class, I will assign you to a “law firm” consisting of approximately five students. You will work in your law firm throughout the semester. You are each responsible to and for each other and for making the group work effectively. At the start of the semester, I will ask you to create guidelines regarding how your law firm will function during the semester (more information will be provided). If you have problems with your firm, I expect you to work it out in a professional and civil manner and to treat one another as you would wish to be treated. If the problem is not resolved using these team guidelines, you may talk with me and I will assist in facilitating a resolution.

In TBL, there will be fewer in-class lectures by the professor as compared to some of your other classes. Instead, we will spend time working on application activities that apply the rules we derive from the Constitution and the Supreme Court’s case law to new factual scenarios. For each class, you are expected to have carefully read the assigned cases and other material outside of class in preparation for in-class quizzes and work with your group to apply what you have learned to hypothetical problems that I have designed to test your understanding of the material and its application to new fact patterns.

I will call on you by law firms. Most of the time, you will not know in advance which day your law firm will be on call. You may decide among the law firm which members will be responsible for responding on behalf of the firm on any given day. However, I require each member of the firm to substantially participate in the class discussion on behalf of the firm at least once during the semester. Failure to do so will result in a grade reduction.

### *Grading and Evaluation:*

Your grade will be based on several components: (1) your combined score on three of four closed-book multiple choice (MC) quizzes called Readiness Assessment Tests (RATs) given close to the beginning of a chapter. (These quizzes are initially taken individually (approximately one quiz per chapter; lowest score dropped); (2) your law firm score based on group quiz scores and other group work; (3) your individual score on at least one bar-style multi-state essay exam (MEE); (4) your individual score on a timed final essay exam (date and time TBA), and (5) your score on a peer assessment of your contributions to the group. You will also be expected to complete other writing assignments, most of which will be graded on an S/U basis. If you do not receive an “S” on your first submission, you must re-write the assignment until you receive an “S” to receive credit. Any late assignment will result in a deduction of points from the final examination score. Likewise, failure to follow class rules may result in a reduction in your grade or withdrawal from the course.

The relative weight of the graded components will be negotiated in class based on the following possible grade weights:

Individual performance on MC quizzes, MEEs, and other assignments	25-40%
Individual performance on Final Exam	30-45%
Team performance on MC quizzes and other group work	10-25%
Peer Assessment	5-10%
Total must equal	100%

### *Readiness Assessment Tests (RATs)*

As the name suggests, Readiness Assessment Tests (RATs) are given to gauge your understanding of the material you have read and prepared for class. As a result, they are usually administered at the beginning of a unit rather than at the end. Because one of the goals of this course is to prepare you to be a life-long, independent learner, this is a good way for you to assess your ability to learn new legal material on your own and to develop needed skills. RATs will primarily test the assigned readings for the new unit but may include material from previous units. Other assignments will be given after we have covered the material for the unit. This will allow assessment of how well you understand the material and are able to apply it to new fact patterns after having spent some time studying and working with it.

As a general rule, multiple choice quizzes will be taken individually in class online, so bring a laptop or other device with you to class on the days when quizzes are scheduled. Immediately after the individual quiz, your law firm will take the quiz again as a group using a scratch off card. 3 points are allocated for a correct answer on the first try; 1 point is allocated for a correct answer on the second try. We will then review the quiz together in class. If your law firm disagrees with the correct answer, the law firm may file a group appeal (no individual appeals are allowed). Appeals are for the purpose of enhancing your understanding of the material and ensuring the quizzes are fair. An appeal must be in writing and must be supported by reference to class materials. Unless otherwise instructed, appeals must be submitted to Professor Buys by email within 24 hours. An appeal will be granted in the professor's discretion if it demonstrates that the reading material or the question or answer were ambiguous or incorrect. All quizzes must be returned at the end of the class period, except that your group may retain a copy of the quiz for 24 hours for purposes of writing the appeal. No copies of the quizzes may be made or kept.

Each appeal should clearly identify and recite the text of the question(s) and answer(s) being appealed. If the appeal is based on ambiguity of the question or answer, you must identify the source of the ambiguity and offer alternative wording that would avoid the ambiguity. If the appeal is based on either inadequacy in the reading material or in the "correct" answer, you must state the reason(s) for disagreeing with the "correct" answer, provide specific references from the reading material to support your position, and explain why another answer is at least as good or better.

When an appeal is granted on a question the law firm has missed, the points missed will be added to the group score and to the individual score of any member of the group who missed that question. Only those groups that file an appeal may gain additional points. Group member(s) who had the original answer correct will still receive credit for that question.

### *Application Activities:*

The class will frequently engage in one or more application activities that will allow you to further apply the material you have read to new factual scenarios and deepen your understanding of the material for that unit. You will likely be assigned material to prepare individually outside of class, but most of these activities will be done together in your law firm in class. I will try hard to minimize the amount of time your law firm will be required to meet outside of class. You will receive feedback on these activities, but most of them will not be graded. However, failure to turn in a satisfactory assignment in a timely manner will result in a grade reduction.

**Attendance Policy:**

You are expected to attend class regularly and to be on time. Being on time demonstrates respect for the professor and your classmates and minimizes disruptions to the class. If for some unavoidable reason you are late to class, you will be asked to sing a ditty (a short, simple song), recite a short poem, or contribute \$.50 towards an end-of-the-semester snack. If you arrive late to class, you also must write late on the attendance sheet in lieu of your signature. More than three tardy arrivals will count as an absence.

If you must be absent on a day when a quiz is being given, that quiz normally will be the one that is dropped. However, if extraordinary circumstances are present, you may contact me to discuss whether other arrangements may be made for the quiz.

I will take attendance each day. You are responsible for keeping track of your absences. Signing the attendance sheet signifies that you have read the assigned material and are prepared to discuss it in an intelligent fashion.

In accordance with the law school rules, you may be absent up to six times without a grade or other penalty by the professor. However, if you do not attend regularly and contribute to your law firm, it likely will be negatively reflected in your final grade on your peer assessment. Absences in excess of the allowable number will be dealt with in accordance with the law school rules and are likely to result in a grade reduction or withdrawal from the course.

**Workload Expectations:**

The American Bar Association standards for accrediting law schools contain a formula for calculating the amount of work required to earn one credit hour of law school credit. Pursuant to these standards, for this three-credit-hour class, you should spend 150 minutes per week in class (2.5 hours), plus a minimum of six hours of reading, studying, and preparing written assignments for class each week, for a total of 8.5 hours per week.

**Class Recordings:**

The class will be recorded on a regular basis through ECHO360. If you wish to view a recording of the class, please contact me. Absent extraordinary circumstances, viewing a recording does not count towards class attendance. If you wish to make an audio recording of the class using your own recording device, you may do so as long as you obtain advance permission from me.

**D2L:**

We will be using D2L as the course webpage. I will post the syllabus, reading assignments, and other materials and information on the course webpage. Students are expected to check it at least weekly and are responsible for any materials posted there.

**Professional Behavior:**

I consider it part of my responsibility as a professor to address the learning needs of all of the students in this course. I will do my best to present materials in a manner that is respectful of diverse viewpoints and personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. A good attorney must learn to listen carefully to what others say without interrupting even if they disagree with the viewpoint being expressed. During this class, we will discuss topics on which personal and political views are likely to vary greatly. In order to test ideas,

I strongly encourage open discussion and the expression of different viewpoints. Keep in mind that successful attorneys make statements and arguments based in facts, legislative authority, and case law, not based on generalizations, assumptions, or stereotypes. The goal of class discussion is not that everyone agrees, but that everyone in the class gains new insights and experiences. In sum, I expect professional, respectful, and courteous behavior and commentary at all times that would be appropriate in a courtroom, legislative hearing, or public meeting. Students whose behavior is disruptive to the class or that violates the rules may be asked to leave the classroom or may face other consequences based on the circumstances.

Respectful behavior also includes addressing each person as they prefer to be addressed. I prefer to be called Professor Buys in the classroom setting and I use the pronouns she/her/hers. Please let me know if you prefer to be called by a particular name and the pronouns you prefer to use.

Please be courteous to the others in the class by keeping distractions to a minimum, turning off any noise-making devices, and giving the class your full attention. You are expected to use laptops and other devices only for class-related tasks during class. Other uses of technological devices are likely to be distracting and possibly even offensive to other persons in the class and are therefore prohibited. If I believe there is a problem with improper usage of laptops or other electronic devices during class, I reserve the right to take appropriate disciplinary action. If it is absolutely necessary for you to leave the class while it is in session, please do so as discretely as possible to as not to disrupt the class.

#### **Statement on Collaboration:**

In this class, there will be some assignments, both graded and ungraded, where collaboration is allowed and even encouraged and others where it is not. It is your responsibility to pay strict attention to and follow the instructions regarding whether and what form of collaboration is allowed.

Unless otherwise instructed, you are not allowed to obtain help from generative artificial intelligence (including, but not limited to, ChatGPT) on assignments for this course. If collaboration on an assignment is banned, that ban includes obtaining written materials from any other person or generative artificial intelligence and communicating with any other person about an assignment. If you violate the ban on collaboration policy, you will receive a failing grade on that assignment. You also may be found in violation of the Honor Code, which can lead to serious penalties, including expulsion. An Honor Code investigation must also be reported to the Bar Examiners, even if you are cleared of any violation. When in doubt about how to proceed, ask me.

**EMERGENCY PROCEDURES:** We ask that you become familiar with **Emergency Preparedness @ SIU**. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts, visit <http://emergency.siu.edu/>.

**DISABILITY POLICY.** SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodations. If you think you may be eligible for accommodations but have not yet obtained approval, please contact DSS immediately at 618-453-5738 or [disabilityservices.siu.edu](http://disabilityservices.siu.edu). You may request accommodations at any time, but timely requests help to ensure accommodations are in place when needed. Accommodations and services are determined

through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty. Please send approved accommodations to your faculty through the DSS online portal.

**SALUKI CARES.** The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students, and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-2461, or [siucares@siu.edu](mailto:siucares@siu.edu), <https://salukicare.siu.edu/>. Associate Dean Doug Lind ([dlind@siu.edu](mailto:dlind@siu.edu), 618-453-8713) and Assistant Dean Judi Ray ([judiray@siu.edu](mailto:judiray@siu.edu), 618-453-8135) are available at the School of Law to help students access university resources.

**SAFETY AWARENESS FACTS AND EDUCATION** Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>