

**HC 263 CIVIL RIGHTS: FORCES AND COUNTER FORCES  
SHAPING AMERICAN SOCIETY**

**Faculty:** Pat Ryan  
DePaul University  
School for New Learning  
25 East Jackson Boulevard  
Chicago, IL 60204  
312-362-6737  
e-mail: [rryan@depaul.edu](mailto:rryan@depaul.edu)  
fax: 312-362-8809

and Susan O'Neill Alvarado  
Law Offices of Susan O'Neill Alvarado & Associates  
One Tower Lane, Suite 1700  
Oakbrook Terrace, IL 60181  
630-645-2295  
e-mail: [slaesq2@yahoo.com](mailto:slaesq2@yahoo.com)  
fax: 630-321-1665

**Meets:** Thursdays, Loop Campus – 6:00 p.m. – 9:00 p.m.  
September 11, 2008 through November 13, 2008

**Course Materials:** There are no course books to purchase. There will be many readings distributed in class and/or available on line.

**Description:** The civil rights movement of the 1960's resulted in a radical shift in the way American society defines itself. Almost fifty years later, race and gender relations remain controversial legal and political concerns in our society. This course will explore the historical factors which led to the civil rights movement and analyze the landmark laws and court decisions that regulate our race, gender and employment relations. Students will examine the social, legal and philosophical underpinnings of the federal anti-discrimination laws and the realities that shape our civil and business lives.

**Competencies:** Students must have registered for one or two of the following competencies:

A-1-D: Can analyze writers or artists representations of human experience.

H-1-F: Can describe and explain the roles of individuals, groups, societies or states in history.

H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

FX: Understands the impact of civil rights on the workplace and can analyze the underlying constitutional, legislative, and judicial processes.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

**Goals:**

1. Can name some of the critical events that shaped the Civil Rights Movement.
2. Understands the basic structure of the United States Constitution and how Constitutional issues affect civil rights.
3. Understands the power and role of the United States Supreme Court and how it impacts civil rights issues.
4. Understands how civil rights are derived from the Bill of Rights and other Constitutional Amendments.
5. Understands how civil rights in the United States are an ongoing battle that has an evolutionary and inconsistent history.
6. Can interpret the goals and meaning of the civil rights movement and apply those values to contemporary life.
7. Understands how power and historical privilege combine to shape past, present and future civil rights.
8. Can identify and appreciate some of the forces and factors which shape the attitudes and lives of persons with divergent backgrounds.
9. Can distinguish the meaning of “persons” and “citizens” in the constitution and amendments for the administration of “civil” rights.
10. Can explain implied and strict interpretations of the constitution.
11. Can contrast values of property, contracts and business to values of fairness, justice and minority rights in interpreting the constitution and governing American life.

**Evaluation:**

Thoughtful and responsive class participation is integral to the success of this course. Quality trumps quantity. <u>All</u> students are responsible for contributing to class discussions.	30%
Weekly essay questions	50%
and one final topic report	20%

**Attendance:** Missing more than one class obviously affects class participation. Students are responsible for acquiring notes, readings and assignments from a fellow student. Missed assignments due to an excused absence must be turned in the following week. Missing more than two (2) classes will result in a failing grade for the course.

## Tentative Class Schedule

### Session 1:      September 11, 2008

#### INTRODUCTIONS:

Teachers – Syllabus – Expectations – Key Concepts of the Course – Learning Goals

#### STUDENT INTRODUCTIONS:

Give your name and identify one civil right which is important to you. Mention, if you can, the source from which you derive this right (i.e., the government, the constitution, state law, etc.).

#### CLASS DISCUSSION:

- A.      Focus of the course – fundamental rights/constitutional rights/civil rights.
- B.      Characteristics of our government and federal constitution.
- C.      Discussion of *Buck v. Bell*, 274 U.S. 200, 47 S.Ct. 584, 71 L.Ed. 1000., *Bowers v. Hardwick*, 478 U.S. 186 (1986), and *Lawrence v. Texas*, 123 S.Ct. 2472 (2003).
- D.      Report topics

#### HOMEWORK

Handouts:      Federal Power and Supremacy & Miracle at Philadelphia from The Court and the Constitution by Archibald Cox  
United States Constitution  
“Morally Sinful by the Word of God” from A People’s History of the Supreme Court by Peter Irons  
Essay questions assigned in class.

#### ESSAY QUESTIONS:

1.      Define the separation of powers doctrine and the dual systems of governance in place in the United States and explain why you think these doctrines might be important to civil rights issues.
2.      A couple of paragraphs on what topic you are leaning toward for your report. Why and what do you see in your initial research that interests you.

### Session 2:      September 18, 2008

#### CLASS DISCUSSION:

- A.      Federal/State systems of government and separation of powers.
- B.      Overview of parallel court systems.
- C.      Judicial supremacy/checks and balances.

#### HOMEWORK:

Handouts:      Beings of an Inferior Order  
*Dred Scott* overview  
Early Civil Rights Chronology

Review of Great, Good Excellent Man for references to Missouri  
Compromise  
Essay questions assigned in class.

**Session 3: September 25, 2008**

CLASS DISCUSSION:

- A. Slavery and the Federal Constitution.
- B. Missouri Compromise
- C. *Dred Scott*

HOMEWORK:

Handouts: *Plessy v. Ferguson*  
“Equality Deferred” – Donald G. Nieman, pp 13-38  
Post Civil War Amendments: 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments  
Essay questions assigned in class.

**Session 4: October 2, 2008**

CLASS DISCUSSION:

- A. Discussion of the doctrines of due process and equal protection of the law.
- B. Discussion of homework articles.
- C. *Plessy v. Ferguson* and the doctrine of separate but equal.
- D. **Jim Crow laws**

HOMEWORK:

Handouts: A Higher Law than the Constitution  
Life Before Brown  
*Brown v. Bd of Education I*  
*Brown v. Bd of Education II*  
Essay questions to be assigned in class.  
Examples of Jim Crow Laws

**Session 5: October 9, 2008**

CLASS DISCUSSION:

- A. The early civil rights movement.
- B. *Brown v. Bd of Education I* and *Brown v. Bd of Education II*
- C. Discussion of *Brown* and the cultural response.

HOMEWORK:

Handouts: 2d chronology of Civil Rights Movement  
Resistance to Brown  
To Vote in Mississippi  
Letter from the Birmingham Jail  
Essay questions to be assigned in class.

**Session 6: October 16, 2008**

CLASS DISCUSSION:

- A. Discussion of Modern Civil Rights Movement (post Brown)
- B. Four Little Girls.
- C. Guest Speaker – Michael Ryan – Comparison of philosophies of Malcolm X and Martin Luther King.

HOMEWORK:

Handouts: Affirmative Action  
Summary of *Bakke* and Michigan Law School cases.  
Overview of Civil Rights Act of 1964  
Essay questions to be assigned in class.

**Session 7: October 23, 2008**

CLASS DISCUSSION:

- A. Employment discrimination and sexual harassment laws.
- B. Introduction: Civil Rights Act of 1964 – Title VII and Title IX
- C. Affirmative Action
- D. Discussion of *Bakke* and Michigan Law School case.

HOMEWORK:

Handouts: Overview of ADA  
Essay questions to be assigned in class.

**Session 8: October 30, 2008**

GUEST SPEAKER: Elizabeth Lindsay-Ryan.  
Topic: Gay Rights

CLASS DISCUSSION:

- A. Application of civil rights laws in contemporary society.

**HOMEWORK:**

Summary of Civil Liberties Restrictions since 9-11.  
Essay questions to be assigned in class.

**Session 9: November 6, 2008**

GUEST SPEAKERS: Imran Ali – September 11, 2001 and the Patriot Act

**CLASS DISCUSSION:**

- A. Civil Rights in times of crises.

**HOMEWORK:**

Essay questions to be assigned in class.

**Session 10: November 13, 2008**

**CLASS DISCUSSION:**

- A. Continued discussion of Patriot Act
- B. Current state of civil rights in America
- C. Americans with Disabilities Act.