

# POLS 5442: Constitutional Law: Separation of Powers Fall 2015

Department of Political Science  
Idaho State University

## 1 Instructor Information

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Office Hours: Tuesdays: 1:00pm to 3:00pm,  
Wednesdays 9:30am to 10:45am  
and by appointment  
Class Location: Rendezvous 123  
Course Time: 11:00 to 12:15 TR

## 2 A Note About This Supplement

This document serves as a supplement to the POLS 4442 syllabus for graduate students enrolled in POLS 5442. Everything on the POLS 4442 syllabus applies to POLS 5442, unless otherwise noted here. As graduate students, I expect you to go above and beyond the expectations outlined in the undergraduate syllabus. Since many of you will be future professors yourselves, I expect you to be the leaders in classroom discussion and success.

All of the readings and assignments listed on the POLS 4442 syllabus apply, though there are some additional readings listed below. You will also complete a separate research paper. Accordingly, your assessment scale is different from that used by the undergraduates.

I also highly encourage you work together with fellow graduate students in the class (for instance, read each other's drafts and discuss cases together. Also, you should not hesitate to contact me with any questions, to look over drafts, etc. Please feel free to drop by my office, even outside of office hours (though an e-mail in advance is always appreciated) .

## 3 Course Format

Graduate level work is characterized by a commitment to academic excellence. This excellence includes always attending class (I understand emergencies happen) and actively participating in classroom discussion. To this end, I expect you to not only read the material, but to actively participate in the classroom discussion (of course, don't monopolize the discussion from the undergrads). To this end, you will notice that both quizzes and attendance and participation are not listed under assessment; those should be excellent as a matter of course.

## 4 Requirements

### Assessment

This course is worth 100 points which are broken up over several different items

- Additional Readings Synthesis: 75
  - Case Briefs: 15 points
  - Classroom Teaching: 10 points
1. **Additional Readings Synthesis (75 points)**— The study of constitutional law looks quite different from what is typically on an undergraduate syllabus. To that end, this syllabus contains several groupings of readings. You should write a four to six page synthesis of these readings, summarizing the key theoretical contribution of each piece and suggesting future avenues for research (seriously, whatever you think might be of theoretical interest!). The pieces for the review are listed below, however, you should identify an idea in each review which you develop further by searching for more *recent* scholarship to provide a more cohesive literature review. This is perhaps best done by using the “cited by” function in Google Scholar. Importantly, these papers should not be a list of summaries, rather you should weave them into a cohesive whole. For more information see the Additional Readings Synthesis Supplement.
  2. **Case Briefs (15 points)**— Briefs are legal summaries of cases and will be invaluable if you teach Constitutional Law in the future. Early in the semester I will go over the proper format for briefs as well as provide examples. Undergraduates have a set number of briefs to do, however, you will brief **all** cases. Every Thursday, turn in a brief typed summary of cases for that week, identifying the legal question, doctrine, brief facts, etc. These can use shorthand and need not be in complete sentences (which departs from what the undergraduate students must do). For an example, see my example notes. Collectively, these briefs are worth 10 points and will count as the final exam.
  3. **Classroom Teaching (10 points)**— Early in the semester you should identify a topical area you are interested in to me. You will then teach that topic to the undergraduates in POLS 4442. While I fully anticipate you will get nearly full credit for this assignment, I encourage you to prepare extensively and go over your lecture outline and slides with me in advance. For more information please see the Classroom Teaching Supplement.

### Assessment Scale

A: 93-100	A-: 90-92	B+: 87-89	B: 83-86	B-: 80-82	C+: 77-79
C: 73-76	C-: 70-72	D+: 67-69	D: 63-66	D-: 60-62	F: <60