# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 334: Contemporary Constitutional Problems** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program: Revision** |
| A.3. [Originator](#Originator) | **Thomas Schmeling** | [Home department](#home_dept) | **Political Science** |
| A.4. [Context and Rationale](#Rationale)  | 1. This course in constitutional law covers institutional powers (judicial, legislative, and executive), the separation of powers, and federalism. The typical constitutional law sequence in political science departments includes such a course, and the fact that we do not constitutes a significant gap in our curriculum.2. Additionally, the course provides students with an important active and experiential learning experience not available in other courses.3. This course will count as one of the options in the major’s writing requirement (students are required to take at least two upper-level courses in which a research paper of 10+ pages is required. This course has recently and successfully been taught three times as a POL350 and POL360. It will be included in the list of courses that satisfy the program’s writing requirement. The first half of the course is used to give students the necessary background knowledge to participate in a moot appellate court in the second half. In the moot court, students play the role of attorneys, arguing a constitutional issue before a panel of judges. Students research the issue and prepare a 15-20 page legal brief on one side or the other of the issue. To heighten the realism of the moot court simulation, the issue is typically chosen from among the cases currently under review, or likely to be reviewed by, the actual Supreme Court of the United States. In past iterations of the course, we have examined the constitutionality of the Affordable Care Act (Obamacare), President Obama’s executive order on Deferred Action on Childhood Arrivals (DACA), and President Trump’s threat to withhold federal funds from “sanctuary cities” At the conclusion of the semester, each student presents a 20-minute oral argument to a panel of judges. In past iterations of this course, the judges have been senior attorneys from the office of Rhode Island Attorney General, which also enhances the realism of the simulation. If the enrollment becomes too high, some of the students will play the judges’ role. The moot court provides unique active and experiential learning opportunities. In researching and writing the brief, and presenting the oral argument, students learn how constitutional arguments are made by constructing one themselves. The briefs and oral arguments are graded not only on content, but also the degree to which students are able to model the standards of the legal profession. |
| A.5. [Student impact](#student_impact) | **Offers political science majors an opportunity to engage in active and experiential learning experiences. Fills a gap in our coverage of constitutional law.** |
| A.6. [Impact on other programs](#impact)  | **Provides a unique opportunity for pre-law students to see how law works.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No additional faculty required** |
| [*Library*:](#library) | **No additional library resources required** |
| [*Technology*](#technology) | **No additional technology resources required** |
| [*Facilities*](#facilities): | **No additional facilities required** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **POL 334** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Contemporary Constitutional Problems** |
| B.4. [Course description](#description)  |  | Students explore current issues in constitutional law, focusing on questions of federalism and the separation of powers, and participate in a Supreme Court simulation. |
| B.5. [Prerequisite(s)](#prereqs) |  | POL202 and one of the following: POL208, POL 315, POL331, POL332, POL333, or consent of department chair |
| B.6. [Offered](#Offered) |  | **Spring | Alternate Years |** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **| Seminar |** |
| B.12.[Categories](#required) |  | **Restricted elective for major/minor** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO**  |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams |Presentations | Papers | Class Work | Projects**  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Content knowledge  |  | Exams, papers, class work |
| Ability to construct a coherent and compelling argument that conforms to |  | Papers, projects |
| Ability to present orally |  | Presentation, projects |
|  |  |  |
|  |  |  |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Judicial Power (Two Weeks)
	1. Judicial review
	2. Constitutional interpretation
	3. Jurisdiction, standing, and justiciability
	4. Political Limitations on judicial power
2. Legislative Power (Two Weeks)
	1. Legislative power and the Necessary & Proper Clause
	2. Commerce power
	3. Taxing and Spending power
	4. Investigative power
	5. Privileges and Immunities
3. Executive power (Two Weeks)
	1. Enumerated powers of the president
	2. Inherent powers
4. Federalism and the 10th Amendment (Two Weeks)
5. The second half of the course explores one (or more) of the above areas in significantly greater depth. The precise content of the readings and assignments is determined by the topic chosen for the moot court, which will vary from semester to semester. Examples from past semesters include
	1. Obamacare- Commerce power, Taxing & Spending, Power, Federalism
	2. DACA- Executive power, Congress vs. executive control of immigration,
	3. Sanctuary Cities- Taxing & Spending power, federalism, executive power
 |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | AT LEAST SIX ADDITIONAL political science courses at the 300-level or aboveNote: POL 208 may also be taken to fulfill part of this requirement. **At least two courses must be from the following:**

|  |  |  |  |
| --- | --- | --- | --- |
| POL 301 | Foundations of Public Administration | 4 | F |
| POL 306 | State and Local Government | 4 | Every third semester |
| POL 307 | Political Behavior | 4 | F (even years) |
| POL 309 | Gender and Politics in the U.S. | 4 | As needed |
| POL 318 | Crises of Liberalism | 4 | F |
| POL 331 | Courts and Public Policy | 4 | F |
| POL 333 | Law and Politics of Civil Rights | 4 | Annually |
| POL 342 | The Politics of Global Economic Change | 4 | Every third semester |
| POL 345 | International Nongovernmental Organizations | 4 | F |
| POL 346 | Foreign Policy | 4 | As needed |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 354 | Interest Group Politics | 4 | F (alternate years) |
| POL 355 | Policy Formation Process | 4 | Sp |
| POL 358 | The American Congress | 4 | Every third semester |
| POL 359 | Politics and the Media | 4 | As needed |

Note: It is recommended that these courses be taken following POL 300 and POL 308. | AT LEAST SIX ADDITIONAL political science courses at the 300-level or aboveNote: POL 208 may also be taken to fulfill part of this requirement. **At least two courses must be from the following:**

|  |  |  |  |
| --- | --- | --- | --- |
| POL 301 | Foundations of Public Administration | 4 | F |
| POL 306 | State and Local Government | 4 | Every third semester |
| POL 307 | Political Behavior | 4 | F (even years) |
| POL 309 | Gender and Politics in the U.S. | 4 | As needed |
| POL 318 | Crises of Liberalism | 4 | F |
| POL 331 | Courts and Public Policy | 4 | F |
| POL 333 | Law and Politics of Civil Rights | 4 | Annually |
| POL 334 | Contemporary Constitutional Problems | 4 | Sp |
| POL 342 | The Politics of Global Economic Change | 4 | Every third semester |
| POL 345 | International Nongovernmental Organizations | 4 | F |
| POL 346 | Foreign Policy | 4 | As needed |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 354 | Interest Group Politics | 4 | F (alternate years) |
| POL 355 | Policy Formation Process | 4 | Sp |
| POL 358 | The American Congress | 4 | Every third semester |
| POL 359 | Politics and the Media | 4 | As needed |

Note: It is recommended that these courses be taken following POL 300 and POL 308. |
| C.5. [Credit count](#credit_count) for each program option |  | **No change** |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](Program%20goals)Needed for all new programs |  |  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Thomas Schmeling | Chair of Political Science |  |  |
| Earl Simson | Dean of Arts & Sciences |  |  |
|  |  |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |