

**THE MARSHALL-BRENNAN
PROGRAM/CALIFORNIA CONSTITUTIONAL
LITERACY INITIATIVE
(COMMUNITY LAW PROGRAM)**

University of California Hastings College of the Law
Tuesday, 3:30-5:30 p.m.
Room E, 198 McAllister

Professor Elizabeth L. Hillman
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Teaching Assistant

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Our objective is to prepare for and to teach a course in constitutional law and civic literacy in San Francisco Bay area high schools and other venues. In the process, we will study cases, analyze constitutional issues, discuss teaching methods and practice, and work toward a better understanding of education in California, the Constitution, and the limits and possibility of law in our society.

Writing credits are available, but not required; see Professor Hillman for more details. Grading is pass/fail.

Course Structure

As in most weekly seminars, our emphasis will be on discussion. We realize you are also busy preparing for your classroom teaching each week, but the seminar component of the program is a critical aspect of the course. Your thorough preparation and engaged participation are as vital as regular attendance. We also ask for your help in publicizing our program among your classmates to let them know about the opportunity to be part of the Marshall-Brennan program in the future.

Course Materials

Jamin B. Raskin, We the Students: Supreme Court Cases for and about Students (3rd ed., CQ Press, 2008), with additional materials to be distributed in class. This book will be provided free of charge.

Assignments (subject to amendment)

You will teach in a high school classroom from September through the end of our classes in November. Once reading period begins, you will not be expected to teach. We will visit your classroom at least once during the semester to give you feedback on your teaching and to check in on the school and setting.

In our weekly seminar, you will help to prepare lessons for trial presentation to the group and will discuss ongoing classroom experiences in a version of clinical “rounds.” In addition to the lesson plans you will develop for your own students, you will write a memo, due at the end of the semester and directed toward next year’s teachers, about your experiences in the classroom.

Aug 21

Orientation to teaching and community service

Aug 28

Teaching Law in High School

Chapter 1, “We the People: Our Constitution and Courts”

Sept 4

Voices and Choices

Ch 2, “Voices and Choices: The First Amendment and Student Speech”

Sept 11

A Free Student Press?

Ch 3, “Freedom of the Student Press: All the News the School Sees Fit to Print”

Sept 18

Religion and Schools

Ch 4, “The Wall of Separation between Church and School”

Sept 25

Search and Seizure in Schools

Ch 5, “The Fourth Amendment: Searching the Student Body”

Oct 2

Discipline and Due Process

Ch 6, “The Constitution and Student Discipline”

Oct 9

Equal Protection ... of Students?

Ch 7, “Equal Protection against Race Discrimination”

Oct 16

No class this week; classroom observations.

Oct 23

Gender, Sexual Orientation, and Economic Discrimination

Ch 8, "The Other Lines We Draw at School"

Oct 30

Harassment

Ch 9, "Harassment in the Hallways"

Nov 6

Health and Privacy

Ch 10, "A Healthy Student Body"

Nov 13

End of class celebration, dinner at Prof. Hillman's house, details TBA

Final assignment due: Memo for next year's teaching fellows.