

EXPERIMENTS IN TEACHING THE CONSTITUTION

Ann Ellis and Helen S. Ridley
Kennesaw College

At Kennesaw College we have undertaken experiments in teaching the United States Constitution to two different groups--public school teachers and college students. Believing that the Constitution is a topic which lends itself particularly well to an interdisciplinary focus, both courses were team-taught by an historian and a political scientist.

"The Constitution and the Rule of Law": A Seminar for High School Social Studies Teachers

In the summer of 1985, the History Teaching Alliance (HTA) of Washington, D.C. funded a collaborative seminar for public school teachers on "The Constitution and the Rule of Law." The HTA, sponsored by the American Historical Association, Organization of American Historians, and National Council for the Social Studies, procured funding from the William and Flora Hewlett Foundation for a series of such seminars around the country. Two pilot programs were offered in the summer of 1984 in Florida and Iowa; six more, including the one at Kennesaw, were funded the following year. The object of the seminars was not only to make public school teachers more knowledgeable about the Constitution, but to foster a spirit of collaboration between the colleges and local school systems.

Several conditions had to be met in order to secure the HTA grant. An original condition was that graduate credit be offered, with tuition waived. Since State Board of Regents policy prohibits tuition waivers, we were permitted to offer, instead, staff development credit. Both the host institution and the local school system, in our case Cobb County, had to pledge cooperation. The college provided space for meetings, secretarial assistance, photocopying, and one course released time for planning the seminar. The school system helped to recruit teachers and provided some material for them. The grant provided stipends of \$300 for 15 teachers as well as funds for guest speakers and a director's salary. Kennesaw was the only participating college with co-directors; we split the salary. The HTA intended that participating teachers attend a two week workshop in the summer, with monthly follow-up

sessions during the school year. The follow-up sessions were to be conducted during school hours, with participants receiving stipends to pay for substitute teachers. Cobb County School System policy prevents teachers from receiving released time for activities for which they are reimbursed. We consequently held the follow-up sessions after school from 4:00-7:00 p.m. A portion of the released time funds was used to provide a light supper. The remainder was divided among participants at the end of the year, based on the number of monthly sessions actually attended.

As texts for the seminar, we used John J. Patrick and Richard C. Remy's, *Lessons on the Constitution*, a publication developed by Project '87 of the American Political Science Association; Fred Friendly and Martha Elliott's, *The Constitution, that Delicate Balance: Landmark Cases that Shaped the Constitution*; and George McKenna's, *A Guide to "The Constitution: That Delicate Balance."* We also utilized videotapes of the PBS series, *The Constitution: That Delicate Balance*.

The HTA did not wish the seminars to be "methods" courses. Rather, they wanted them to deal with substantive and interpretive problems concerning the Constitution and the rule of law in order to "provide intellectual stimulation and heighten understanding of Constitutional issues." Additionally, the seminars were meant to be a genuine collaboration in which all participated as equals. Thus, there was little formal lecturing, but a great deal of discussion concerning the texts and other readings in the Kennesaw program.

The HTA preferred that seminar topics be general in nature rather than concentrating on specific Constitutional areas like civil liberties. We consequently began the seminar, which met from 9:00 a.m. to 1:00 p.m., July 15-26, with discussions concerning the origins of the Constitution and early Constitutional development (See attached outline). We then considered several issues relative to governmental structure (executive privilege, election and succession, war powers, foreign affairs). These were followed by sessions on blacks and the Constitution, criminal justice, and first amendment rights.

Fifteen seminar participants chose topics for the monthly follow-up sessions, nearly all of which featured a guest speaker. These topics included school law, creationism and school prayer, women and the Constitution, the death penalty, state-federal relations, and local government. At the final session, participants

shared ways in which they had utilized seminar materials in the classroom.

Did the seminar fulfill its objectives? In general, we feel confident that it did. Participants' evaluations were exceptionally positive. All of them stressed the importance of studying *content*, rather than teaching methods. The participants also appreciated "the manner in which [we were] treated as professionals" and the informal atmosphere of the sessions. From the collaborative standpoint, it was a success as well. Out of our contacts in the seminar grew a request to host a Model United Nations at Kennesaw which brought some 300 high school students to our campus in December. A meeting of all social studies teachers in Cobb County was held at the college last fall, thus helping further to publicize our institution. We have formed a Cobb County-Kennesaw College Bicentennial Committee upon which three of the participants and the Cobb County Social Studies Coordinator serve. This group is planning a series of public school events for the coming two years.

There were, of course, things we would like to change. We have reapplied for the grant this summer and thus hope we can implement revisions. The main alteration we envision is in the scope of the material covered. Though the HTA preferred a general approach, we often felt rushed and forced to complete discussions of topics in the allotted time. This time we will allot the first four sessions to Constitutional development. We will then focus on a number of structural issues which we have been discussing in a series of "Jefferson meetings" for the general community. These topics include the amendment process; item and legislative vetoes; terms of office for representatives; the federal judiciary and the president; and the presidential election process. These issues, while not as popular as publicly controversial ones such as abortion or gun control, are essential for understanding the process of government. The follow-up sessions will involve some Bill of Rights issues as well as discussion on minority groups and the Constitution.

Planning the seminar was quite time-consuming, even with the two of us sharing the responsibility. In some institutions, such activity might receive little recognition for promotion and tenure. Since Kennesaw places great emphasis on community service, we did not face that obstacle and feel the time was well spent.

"Women and the Constitution: Political Science 490, History 490"

As a part of the Women's Studies Program at Kennesaw College, a special topics course on Women and the Constitution was offered in the Fall of 1985 and was taught again in the Spring of 1987. The course was designed and taught by an historian and a political scientist. the purpose of the course is to examine the status of women under the United States Constitution.

For the course, the 200 years of the Constitution is divided into four distinct developmental periods; (1) 1787-1872, Period of Constitutional Neglect; (2) 1873-1908, Period of Constitutional Discrimination; (3) 1908-1962, Period of Constitutional Protection; (4) 1963-1987, Period of Constitutional Protection and Equity. The social and political environment and specific acts (Constitutional Amendments, Statutes, Presidential Orders, and Court Decisions) that make each period unique for understanding women's constitutional identity are examined. Additionally, the course reviews significant issues in which the interests of men and women have been or are presently treated differently under the Constitution.

The objectives of the course are two-fold: (1) to increase the student's substantive knowledge and understanding about the status of women under the United States Constitution from 1787 to the present, and (2) to afford the student the opportunity to do research in a particular area or on an issue relative to the constitutional identity of women.

The seminar format was followed for all class sessions. Both instructors participated in these sessions with the one whose discipline was more appropriate to the topic under consideration serving as discussion leader. Three tests were given and each student was required to complete and turn in an individual project. the topics suggested for the individual class projects were: (a) an annotated bibliography on a particular issue, (b) a review of current state laws and practices on a particular issue, (c) a written opinion (as the United States Supreme Court) on a case currently pending before the Court involving women's rights; (d) conducting an attitudinal survey on a women's rights issue or issues, (e) doing a study of the status of women in another country or countries.

For the first seminar, the text used was Leslie Friedman Goldstein's, *The Constitutional Rights of Women*, which is excellent for the discussion of cases and legislative acts. The text, however, must be updated for more recent activities. For the 1987 seminar,

the text used was Carey and Peratis, *Women and the Law*. In both seminars, numerous journal articles and cases were photocopied and placed on reserve in the library. (There is no single text which offers both the historical and political perspective which is encompassed in the seminar.)

Kennesaw College does not allow cross-listing of courses. This requires the course to be listed under one discipline and one person to be credited with teaching it. In the fall of 1985, the course was listed as Political Science and the Political Science instructor received institutional credit as the teacher. In the Spring of 1987, it is the historian who will receive the institutional credit. The instructor not receiving instructional credit teaches the course in addition to her regular schedule. Students, however, may use the course to satisfy a requirement in either Political Science or History. (Institutions which allow cross listing of courses and team-teaching will find it easier to offer such a course). With the changing of "professor-in-charge" of the course comes a slight shift in emphasis. As can be seen by examining the syllabus for the two seminars, the one in 1985 was more heavily weighted toward political aspects and the one in 1987 has a more historical focus. This shifting of emphasis, it is believed, will be less apparent as the experience with the material by those teaching the course increases and a proper balance between the two disciplines continues to evolve. (The course has been a significant learning experience for those teaching it as well as the students.)

In the first seminar (1985), there were both men and women students. Men should be encouraged to take the course as it is not for women, but about women. Having both genders in the class helps assure that numerous viewpoints and approaches will be evident in class discussion. The members of the first seminar were diligent in their preparation and found the required readings, in the main, both interesting and provocative. Class discussion was lively with participation by all, even the most reticent students, by the end of the quarter. An inquiring environment for the class was created as the instructor did not "profess," but joined with the students in examining and reviewing the material. Test scores were good as the students had prepared themselves in the seminar discussion sessions and studied together for the exams. The projects reflected the individual interest of the students as a valuable learning experience. Feedback from the students was positive in

every instance. The usual grumbling about work load and number of readings was heard, but when asked what should be omitted from the course the students were in universal agreement that everything needed to be there. The course is being offered again, in part, because of requests from students who were unable to take it the first time and have heard about it from those who were involved.

A major problem with the course, from the standpoint of the instructors, is the limited time frame in which so much material must be covered. Kennesaw College is on the quarter system. Ideally, the course should be spread over two quarters. For schools on the semester system, the time problem will not be as severe.

There is, today, an increasing amount of research and published literature on women and the Constitution. Deciding what to include and what to omit in the course is increasingly difficult. However, for women's studies and for constitutional studies in general, the increased scholarship in the field is "good news," not bad.

An interdisciplinary approach to a topic is not new and is, increasingly, being viewed as appropriate to many subjects. The study of the Constitution requires such an approach. Blending the historical and political approaches was successfully accomplished in a Project '87 Summer Seminar for Teachers conducted by Professor Joan Hoff-Wilson at the University of Indiana in 1984. At the seminar, Political Science and History professors were brought together to examine "Women and the Constitution." A direct result of the successful experience enjoyed by us in the seminar was the development of the two courses on the constitution that have been offered at Kennesaw College--one for college students and one for high school social studies teachers. Both experimental courses have been successful and will become regular curriculum offerings at the graduate and undergraduate level at Kennesaw College.

HISTORY 490*
(Special Topics)
SYLLABUS
WOMEN AND THE CONSTITUTION

Instructors:

Ann W. Ellis
Helen S. Ridley

Spring Quarter '87
MWF - 12:35-2:10

I. PURPOSE OF THE COURSE:

To examine the status of women under the U.S. Constitution from 1787 to the present is the purpose of the course. Most scholars divide the almost 200 years into four distinct developmental periods: (1) 1787-1872, Period of Constitutional Neglect; (2) 1783-1908, Period of Constitutional Discrimination; (3) 1908-1962, Period of Constitutional Protection; (4) 1963-1985, Period of Constitutional Protection and Equity. For each period we shall examine social/political environment and the specific acts (Constitutional Amendments, Congressional Acts, State Acts, Presidential Orders, and Court Decisions) that makes each period unique for understanding Women's Constitutional significant issues in which the interests of men and women have been or are presently treated differently under the Constitution.

II. COURSE OBJECTIVES:

- (1) To increase the student's substantive knowledge and understanding of the status of women under the U.S. Constitution from 1787 to the present.
- (2) To afford the student opportunity to do research on a particular area or issue relative to the constitutional identity of women.

III. COURSE REQUIREMENTS AND GRADING:

- (1) Class attendance and participation: (10%). The seminar format will be followed for class sessions. Students are expected to be present and prepared for discussion of assigned readings. Class roll will be taken and grades of "U" or "P"

assigned for preparation.

(2) Tests: (75% - [25% each]). Three (3) tests will be given. This includes the final exam which will not be comprehensive.

(3) Project: (15%). Each student is required to complete and turn in an individual project. Suggested topics:

- a. Annotated bibliography on a particular issue
- b. Historical study of specific issue, utilizing appropriate books, articles, and case decisions
- c. Research current state laws and practices on a particular issue.
- d. Write an opinion (as the U.S. Supreme Court) on a case currently pending before the Court involving women's rights--e.g. abortion, employment.

IV. REQUIRED READING:

(1) Text (To be purchased).

Eve Cary and Kathleen Peratis, *Woman and the Law*.

(2) Library Reserve.

Numerous articles and cases for the course are on reserve in the Library. (See course outline for detailed information.)

V. CONFERENCES:

If you have any problems or questions related to this course, please do not hesitate to request a conference.

*This course may be substituted for Political Science 490. See Dr. Ellis for the substitution procedure.

COURSE OUTLINE
WOMEN AND THE CONSTITUTION
POLITICAL SCIENCE 490
HISTORY 490

PERIOD OF CONSTITUTIONAL NEGLECT: 1787-1872

- A. Early Colonial Period
- B. First Half of the Nineteenth Century
- C. Abolitionist Movement
- D. Political Impact of the Civil War

READINGS: Sachs & Hoff-Wilson, pp.69-85; Kerber, "Ourselves and Our Daughters Forever;" Hindus & Withey, pp. 69-92; Weisberg, pp. 117-128; McGlenn & O'Connor, pp. 16-19. Speth, pp. 69-91.

PERIOD OF CONSTITUTIONAL DISCRIMINATION: 1872-1908

- A. Fourteenth and Fifteenth Amendments (1868, 1870)
- B. U.S. Supreme court Interpretation of Amendments
 - Slaughter House Cases* (1873)
 - Bradwell v. Illinois* (1873)
 - Minor v. Happerset* (1875)
 - Strauder v. West Virginia* (1879)
 - In re Lockwood* (1894)
- C. Suffrage Movement
 - U.S. v. Anthony* (1873)
- D. Exception
 - 1879 Act of Congress re Practice of Law By Women

READINGS: Goldstein, pp. 1-6, 45-50; McGlenn & O'Connor pp. 19-23, 45-59; Sachs & Hoff-Wilson pp. 85-111; Amendments XIV & XV.

PERIOD OF CONSTITUTIONAL PROTECTION: 1908-1962

- A. Overcoming *Lochner* (1905)
 - 1. Hours legislation
 - Muller v. Oregon* (1908)
 - Bunting v. Oregon* (1917)
 - Radice v. New York* (1924)
 - 2. Wages Legislation
 - Adkins v. Children's Hospital* (1923)

West Coast Hotel v. Parrish (1937)
U.S. v. Darby (1941)

- B. Nineteenth Amendment
- C. The Women's Movement after passage of 19th Amendment
- D. Other Cases
 - Breedlove v. Suttles* (1936)
 - Fay v. New York* (1947)
 - Goesaert v. Cleary* (1948)
 - Hoyt v. Florida* (1961)

READINGS: Goldstein pp. 61-66, 6-44; Sachs & Hoff-Wilson pp. 111-119; McGlenn & O'Connor pp. 19-23, 53- ; 19th Amendment.

IV. PERIOD OF CONSTITUTIONAL PROTECTION & EQUITY: 1961-1985

- A. A Changed Environment: Presidential and Congressional Support
 - 1963 Equal Pay Act
 - 1963 Report of the President's Commission on the Status of Women
 - 1964 Civil Rights Act (Title VII)
 - 1965 Executive Order #1246
 - 1967 Executive Order #11375
 - 1972 Extension of Title VII
 - 1972 Title IX - Educational Amendments
 - 1972 ERA sent to states
 - (1976 Hyde Amendment)
 - 1977 Title VII Amended
 - 1977 Equal Credit Opportunity Act
 - 1978 Pregnancy Disability Act
 - 1981 O'Connor appointed to Supreme Court
 - (1982 ERA dead)
 - 1982 Congress, Military pension law
 - 1984 Congress, child support law
- B. Supreme Court Interpretations
 - 1. Traditional Equal Protection test
 - Equal Protection extended to women:

- a. Unreasonable classifications
 - (1) *Reed v. Reed* (1971)
 - (2) *Frontier v. Richardson* (1973)
 - (3) *Stanton v. Stanton* (1975)
 - (4) *Weinberger v. Weisenfeld* (1975)
 - (5) *Stanley v. Illinois* (1972)
- b. Reasonable Classifications
 - (1) *Kahn v. Shevin* (1974)
 - (2) *Schlesinger v. Ballard* (1975)
 - (3) *Geduldig v. Aiello* (1974)
 - (4) *General Electric v. Gilbert* (1976)
 - (5) *McCarty v. McCarty* (1979)
2. 1976 to present - Sex a "semi-suspect" category
Craig v. Boren (1976)
3. Three categories
 - a. Similarly situated
Orr v. Orr (1978)
Hishon v. King and Spalding (1984)
 - b. Not similarly situated
Dothard v. Rawlinson (1977)
Michael M. v. Superior Court Sonoma County (1981)
 - c. No sex bias
G.E. v. Gilbert (1976)
McCarty v. McCarty (1979)
Personnel Administrator v. Fenney (1979)

READINGS: Various Acts & Orders listed; Goldstein, chs. 2-3 for cases.

V. WOMEN'S RIGHTS

- A. Procreation and Right of Privacy
Chapter 4--Goldstein and recent cases
- B. Family Law: Marriage, Divorce, Child custody, Property, Maintenance

C. Political Rights

1. The Vote

19th Amendment (1920)

Minor v. Happersett (1875)

U.S. v. Anthony (1873)

2. Jury Service

Strauder v. West Virginia (1879)

Fay v. New York (1947)

Hoyt v. Florida (1961)

Taylor v. Louisiana (1975)

Duren v. Missouri (1979)

Act of Congress 1957

READINGS: APSA article "Women Suffrage . . . 1910-1918,"
Goldstein pp. 51- 65; McGlenn & O'Connor pp. 43-75.

D. Education - Title IX

Single Sex Schools

Sex quotas

Athletics

Life-style regulations

Grove City College v. Bell (1984)

E. Employment - Title IX

BFOQ

Benefits & Pensions

Equal Pay

Comparable worth

Diaz v. Pan American World Airways (1971)

Geduldig v. Aiello (1974)

Phillips v. Martin-Marietta Corp. (1971)

Corning Glass v. Brennan (1974)

Los Angeles Dept. of Water & Power v. Manhart (1978)

Gilbert v. G.E. Co. (1975)

AFSCME v. Washington State (1975)

F. Criminal Law

(1) Prostitution

(2) Rape

(3) Sentences

(4) Pornography

VI. Current Perspectives

- A. Status of Woman's Movement
- B. Evaluation of Litigation Effort
- C. Future Litigation
- D. Position of present Supreme Court, President, Congress
- E. What type of equality do women want?
(From separate sphere to separate sphere?)

READINGS: McGlenn & O'Connor pp. 23-34, 336-389; Berge pp. 50-66; Williams and Lichtman, 280-285; Chafe 1-42, 145-179.

SOURCE LIST WOMEN AND THE CONSTITUTION

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- Chafe, William H. *Women and Equality: Changing Patterns in American Culture*, (New York: Oxford University Press, 1977).
- Erickson, Nancy S. "Historical Background of 'Protective' Labor Legislation: *Muller v. Oregon*" in *Women and the Law* (Vol II) ed. D. Kelly Weisberg.
- Freedman, Estelle. "Nineteenth Century Women's Prison Reform and Its Legacy" in *Women and the Law*, Vol. I. ed. Kelly Weisberg.
- Hull, NEH. "The Certain Wages of Sin: Female Felons in Colonial Massachusetts" in *Women and the Law*, V. I. ed. D. Kelly Weisberg.
- Hindus, Michael S. and Lynne W. Whitney. "The Law of Husband and Wife in Nineteenth-Century America: Changing Views of Divorce" in *Women and the Law*, V. II. ed. D. Kelly Weisberg.
- Jones, Ann. *Women Who Kill*.
- Kanowitz, Leo. *Sex Roles in Law and Society* (Albuquerque: University of New Mexico Press, 1973).
- Kerber, Linda K. *Women of the Republic* (1980).

- Lempert, Richard O. "A Right to Every Woman's Evidence", 27 *Law Quadrangle Notes* 2 (1983) 27-33.
- Lebsock, Suzanne. *The Free Women of Petersburg* (1984).
- Lerner, Gerda. *Black Women in White America: A Documentary History*.
- Levin, Michael. "Comparable Worth: the Feminist Road to Socialism," 78 *Commentary* 3 (September 1984) 13-19.
- McCarthy, Sarah J. "Pornography, Rape and the Cult of the Macho," in *Crisis in American Institutions* 15 ed. Skolnick, Elliot and Currie (Little, Brown).
- McGlen, Nancy E. and Karen O'Connor. *Women's Rights: The Struggle for Equality in the Nineteenth and Twentieth Centuries* (New York: Praeger, 1983).
- Moulds, Elizabeth Fry. "Women's Crime, Women's Justice" in *Women Power and Policy*, ed. Ellen Boneparth (New York: Pergamon Press, 1982), 205-231.
- Sachs, Albie and Joan Hoff-Wilson. *Sexism and the Law* (Free Press, 1979).
- Salmon, Marylynn. "Equality or Submersion? Feme Covert Status in Early Pennsylvania" in *Women of America: A History*, ed. Carol Ruth Berkin and Mary Beth Norton (1979).
- Salmon, Marylynn. "Life, Liberty and Power: The Legal Status of Women after the Revolution," in *Women, War and Revolution*, ed. Carol Ruth Berkin and Clara Lovet (1979).
- Sandler, Bernice. "Title IX: Anti-Sexism's Big Legal Stick," *American Education*.
- Sapiro. "The Gender Basis of American Social Policy," *Political Science Quarterly* (1986): 221-38.
- Schlossman, Steven and Stephanie Wallach. "The Crime of Precocious Sexuality: Female Juvenile Delinquency in the Progressive Era." in *Women and the Law*, ed. Kelly Weisberg.
- Speth, Linda E. "The Married Women's Property Acts, 1839-1865" in *Women and the Law*, Vol. II. ed. D. Kelly Weisberg.
- Weisberg, D. Kelly. "Under Great Temptations Here: Women and Divorce Law in Puritan Massachusetts" in *Women and the Law*, Vol. II. ed. D. Kelly Weisberg.
- Williams, Wendy W. and Judith L. Lichman. "Closing the Law's Gender Gap," *The Nation* (September 29, 1984), 280-285.
- Wortman, Marlene. *Women in American Law*. Vol. I (1986).

Seminar Outline
The Constitution and the Rule of Law

July 15-26, 1985
Kennesaw College

Directors

Dr. Ann Ellis, Associate Professor of History
Dr. Helen Ridley, Associate Professor of Political Science

Monday, July 15

- I. Introduction:
 - A. Get-acquainted period
 - B. Questions and answers about the seminar
- II. Use of cases in the seminar and how to brief a case
- III. Simulation:

Rewriting the Constitution
- IV. Origins and Purposes of the American Constitution

Materials: Lessons, Ch. II (entire)
Handouts

Tuesday, July 16

EARLY CONSTITUTIONAL DEVELOPMENT

Materials: Lessons, Ch. III. 8-14
Cases: Lessons, Ch. V and handouts

A. Judicial Review

Marbury v. Madison (1803) - Lessons, p. 264

B. Commerce Clause

Charles River Bridge v. Warren Bridge (1837) Lessons,
p. 271

Northern Securities Co. v. U. S. (1904) Lessons, p. 281

National Labor Relations Board v. Jones & Laughlin Steel Corp. (1937) Handout

Wickard v. Filburn (1942) Handout
United States v. Daily (1941) Handout
Heart of Atlanta Motel v. U. S. (1964) Handout
Lessons, IV-7, pp. 219-223

C. Bill of Rights (prior to 14th Amendment)
Barron v. Biltmore (1833) Handout
Dred Scott v. Sanford (1857) Lessons, p. 273

D. Fourteenth Amendment
The Slaughter House Cases (1873) Handout
Bradwell v. State of Illinois (1873) Handout

E. Due Process (Substantive)
Munn v. Illinois (1877) Lessons, p. 279
U. S. v. E. C. Knight Co. (1895) Handout
Lochner v. New York (1905) Handout
Muller v. Oregon (1908) Lessons, p. 283
Schechter v. U. S. (1935) Lessons, p. 287
West Coast Hotel v. Parrish (1937) Handout

F. Incorporation
Justice Black Videotape

Wednesday, July 17

THE PRESIDENCY AND THE CONGRESS

A. Executive Privilege

Materials:

Lessons, Ch. III, 4-6

Case - *U. S. v Nixon* (1974), *Lessons*, p. 301

Videotape - "Executive Privilege and Delegation of Powers"

McKenna - Ch. I

Thursday, July 18

B. Election and Succession

Materials:

Videotape - "Nomination, Election and Succession of
the President"
McKenna - Ch. III

Friday, July 19

C. War Powers

Materials:

Videotape - "War Powers and Covert Action"
McKenna - Ch. II
Friendly and Elliot - Ch. IV
Lessons, Ch. IV - 13, p. 253

Monday, July 22

FOREIGN AFFAIRS AND THE CONSTITUTION

Guest Discussion Leader

Dr. Royce Shaw - Associate Professor of Political Science,
Kennesaw College
Materials: Handouts

Tuesday, July 23

BLACKS AND THE CONSTITUTION

Guest Discussion Leader

Dr. Joseph Silver - Assistant Professor of Political Science,
Kennesaw College
Materials: Handouts

Cases: *Dred Scott v. Sandford* (1857), *Lessons*, p. 273
Plessy v. Ferguson (1896), *Lessons*, p. 279
Heart of Atlanta Motel v. U. S. (1964)
Lessons, p. 299

Wednesday, July 24

CRIMINAL JUSTICE

A. Fair Trial

Materials:

Videotape - "Criminal Justice and a Defendant's Right
to a Fair Trial"
McKenna - Ch. IV
Friendly and Elliot - Ch. IX

Thursday, July 25

B. Insanity Plea/Death Penalty

Materials:

Videotape - "Crime and Insanity"
McKenna - Ch. V
Friendly and Elliot - Ch. X
Cases: *In re Kemmler* (Handout)

FIRST AMENDMENT RIGHTS

A. Prayer, Abortion, and Creationism - 9:00 am - 12:00 pm

Guest Discussion Leaders - 10:00 am - 12:00 pm

Materials:

Videotapes - "School Prayer, Gun Control, and the
Right to Assemble"
"The Sovereign Self: Right to Live, Right
to Die"

McKenna - Chs. IX, X
Friendly and Elliot - Chs. VII, XII

B. Luncheon - 12:00 - 1:00 pm

POSSIBLE TOPICS FOR MONTHLY FOLLOW-UP SESSIONS DURING
1985-86

1. Federalism
2. Women and the Constitution
3. Visit to the Georgia Legislature
4. Civil Rights: Affirmative Action
5. Civil Rights: Immigration
6. First Amendment: Free Press
7. First Amendment: Free Speech
8. First Amendment: Obscenity
9. Criminal Justice: Corrections

10. Criminal Justice: Exclusionary Rule

(The time and topics for the monthly three-hour seminars will be set by the group.)

FOLLOW-UP SESSIONS HISTORY TEACHING ALLIANCE SEMINAR KENNESAW COLLEGE

<u>DATE</u>	<u>TOPIC</u>	<u>SPEAKER</u>	<u>ATTENDANCE*</u>
September	"School Law"	Miller Barron, Cobb County Social Studies Coordinator	14
October	"School Prayer and Creationism"	The Rev. Clark Hutchinson, East Side Baptist Church The Rev. Scott May, St. James Episcopal Church	12
November	"Women and the Constitution"	Ann Ellis and Helen Ridley	11
January	"State/Federal Relations"	Judge Dorothy Beasley, Georgia State Court of Appeals	12
February	"Title VII Cases"	Mary Ann Oakley, Attorney and expert on Title VII	10
March	"Local Government Issues"	Vicki Chastain, Mayor, City of Marietta	9
April	"The Death Penalty"	Clive Stafford-Smith, Southern Prisoner Defense Fund	10

May	"Discussion of Ways in Which Participants Utilized Seminar Materials"	8
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*Figures reflect the number of teachers in attendance. The local Social Studies Coordinator and our Dean frequently attended as well. Several students attended the January and February sessions.