

SPEA-V536 – Rights and Responsibilities: How Law Shapes Public Affairs**Instructor Information**

Instructor: Tara Ali, Lecturer

- **Email:** Please contact me via email at tarmalon@iu.edu. Please do not use Canvas to message me.
- **Office:** O'Neill Room 410A

Class Meetings: Days, Times, and Location

This class will be delivered **asynchronously online**. The full schedule of class meetings and an outline of what we will do in each class is available in Canvas under the Modules tab. The schedule on Canvas is subject to limited change.

Office Hours: days, times, and locations

I really enjoy meeting with you, and I want to help you succeed in this class, at IU, and beyond. Please feel free to schedule a time to meet with me that works with your availability. Depending on whether you prefer to meet in person or online, you can schedule your meeting with me using one of the following links:

- [Request Remote Office Hours with Tara Ali \(via Microsoft Teams\)](#)
- [Request In-Person Office Hours with Tara Ali \(SPEA 410A\)](#)

When logging in to book your appointment, please make sure you use your username@iu.edu, and please make sure you confirm that you are scheduling your meeting using the correct time zone (click on the globe icon when scheduling). If my available times do not work with your schedule, please just email me, and we will find a different time to meet!

Course Description (from IU Course Bulletin)

Explanation of law in society and its influence on public-sector operations. Examination of central legal principles shaping American governance including the rule of law, supremacy and preemption, due process and equal protection, statutory interpretation, and judicial review of administrative agency action, among others.

Supplementary Course Description

Legal issues are part of every policy problem. Understanding how lawyers and courts make decisions, determine what the words of laws mean, and establish what the law *is* (legal reasoning) will help you address whatever area of law you eventually confront in public, nonprofit, or for-profit work. Your job will almost inevitably bring you into contact with lawyers. Understanding legal reasoning will increase your level of comfort in communicating with lawyers, including knowing when to ask for their help, and what their advice means.

The Constitution, as the basis of the United States' rule of law, establishes government power and the limits of that power. It determines what level of government can address which public policy problems and constrains how the problems can be addressed. The Constitution affects the government as an employer and its actions toward customers or clients.

In this course, we will focus on the United States' form of government, including federalism, separation of powers, and individual rights, and we will discuss reasons why cases are decided the way they are and why our court-decided law changes over time. We will address how laws are drafted and how they are interpreted (through rules of statutory construction). Our focus will be on federal court cases in constitutional and administrative law to demonstrate the judiciary's role in determining, influencing, or reflecting public policy.

This course is intended to help build you a foundation; it is not, however, a comprehensive presentation of any of the areas of law discussed.

Learning Outcomes

1. Differentiate among the types of lawmaking powers that different levels of government (federal, state, local) and different branches within a given level (legislative, executive, judicial) may exercise with respect to a public policy problem;
2. Identify the circumstances under which selected individual constitutional liberties constrain legislative or executive action to address a public policy challenge;
3. Apply concepts of sovereign immunity to determine when government actors and agencies may be sued and the types of remedies available;
4. Execute legal reasoning;
5. Interpret law in accordance with principles of statutory construction; and
6. Apply key concepts of judicial review of agency action.

What's Important to Succeed?

In order to succeed in this class, here are two very important things for you to do:

1. **Read the cases and other readings.** Some of the cases we read might be challenging, but the more you read cases, the easier they will start to be to understand (even the challenging ones). I will also try to guide you through reading some of the more difficult cases with questions to consider as you read.
2. **Watch the recorded lectures.** You won't understand the class or get the most out of the class, without watching the recorded lectures. Understanding how we decide legal issues requires that we practice applying the law through hypotheticals, which we will do in lecture and on class discussion boards.

Course Materials/Modules

There is no textbook for this course. The Modules tab on Canvas contains all readings and other prep materials (either as files or hyperlinks). If you have any trouble accessing any material in a Module, please let me know via email (tarmalon@iu.edu) ASAP.

Schedule of Course and Assignments

An outline of the course schedule is posted on Canvas under the Modules tab (broken down by class session). **There are two class modules that must be completed each week.** Each class module includes that class session's readings and lecture recordings. The schedule posted on Canvas is subject to limited changes. You should complete the readings prior to watching the recorded lecture for that module.

Course Requirements, Assessments, and Grades

Three different types of assessments will be utilized in this course:

Four (4) Application Assessments:	72 points (18 points per assessment)
Case Brief:	8 points
Engagement on Discussion Boards:	20 points (4 points each)
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Total:	100 points

Each of these assessments is discussed more fully below:

- **Application Assessments: 72 points (18 points per assessment) or 72% of your overall grade**
 - You will complete four (4) application assessments throughout the course. These summative assessments will ask you to apply legal principles and concepts that we have learned in readings and in class lectures to new hypotheticals or situations. They may also ask you to analyze and evaluate different legal scenarios.
 - You will independently take the application assessments via the Quizzes function on the Canvas course site.
 - You may NOT consult another human being, live or electronically, during the assessments, and you are also not permitted to use any form of artificial intelligence on the assessment, including in the creation of your notes for the assessment. If you do, you will be subject to a failing grade on the assessment, the course, or both.
 - Each assessment is intended to be completed only after you have completed the readings and watched the recorded lectures that are in the class modules that come before that assessment (e.g., The First Application Assessment will cover Modules 1-4. You should only take the First Application Assessment after you have completed the materials in Modules 1-4).
 - The due dates for the applications assessments are posted on Canvas, but you will have an assessment approximately every two weeks. Additional information regarding the application assessments is provided on Canvas.
- **Case Brief: 8 points or 8% of your overall grade**
 - You will have to prepare a case brief of an assigned case. The assigned case, instructions regarding how to draft a case brief, and a template are provided on Canvas.

- **Engagement on Discussion Boards: 20 points (4 points per discussion board) or 20% of your overall grade**
 - The discussion board posts will be largely designed to enable you to practice legal analysis skills or to provide the opportunity to discuss and reflect on the material we are covering with other classmates.
 - Valuable contributions to class discussion.
 - The following constitute valuable engagement on the discussion boards:
 - Sharing ideas, observations, and/or personal experiences related to the posted discussion board topics
 - Pointing out relevant data
 - Pointing out relationships to earlier discussions
 - Demonstrating the ability to disagree with others while treating them with civility and respect
 - Raising and answering questions
 - Responding to others discussion posts
 - Civility:
 - This course will address topics about which many have strong feelings and may well disagree. I expect all discussions in our class to be civil and respectful of differing backgrounds and viewpoints. Success in this course will require you to explain the principles and describe the evidence underlying events, views, and policy developments that may be contrary to your own preferences. This skill is critical in cultivating the empathy and mutual respect needed to maintain a peaceful, prosperous, fair, and inclusive society that has any meaningful level of diversity. This skill will also greatly enhance your ability to advocate for your own preferred positions in a manner that can persuade and convince others.
 - Civility means asking calm and respectfully worded questions of one another to better understand the thinking and support behind a given statement and answering those questions in an equally calm and respectful way.
 - I know it's hard to do this, but I ask that we try to avoid labels—like conservative/liberal, right/left wing, etc.—as much as possible in discussions. People use them as shorthand in debate and discussion, but it is more important for our purposes to examine the substantive differences in views on specific issues and how they relate to course concepts.
 - I expect you to meet O'Neill's Expectations of Civility and Professional Conduct, below, so please read that and let me know if you have any questions.

Grading Scale

Assignment of letter grades is based on the following scale:

A+	100 %	to 97.0%
A	< 97.0 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 63.0%
D-	< 63.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Late Submission Policy

You are responsible for turning in all assignments by the regularly scheduled deadline. I understand, however, that life does happen. As such, each student in this course will be allowed one “free pass” to submit one Application Assessment, Case Brief submission, or Discussion Board Post late. To use your free pass, you must email me and indicate you would like to use your “free pass” (please include “free pass” in the subject line of the email). To receive full credit, the submission must be received within 24-hours of the original due date. After the 24-hour period, the normal late submission policy below will apply.

I will accept late submissions, but I will deduct 20% off the starting point value on the first day it is late (or if using your free pass, after the 24-hour window has passed from the original due date) and 20% off for each day thereafter. If the Canvas submission has closed, please email me your submission at tarmalon@iu.edu. Note: Even if Canvas accepts a late submission, this does not change the due date or deductions for lateness.

All late submissions will be subject to the foregoing policy. If further accommodations or extensions are requested, such accommodations or extensions will generally only be granted if it is an emergency that rises to the level of contacting the IU Dean of Students or if you are entitled to an accommodation as set forth below.

Accommodations

You are expected to complete all the assessments and assignments on the scheduled date (or within 24-hours if using your free pass), unless you are entitled to a religious accommodation, disability accommodation, or there is another truly extenuating circumstance.

- **Religious Observation.** In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester.

A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website:

<https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

- **Accessible Educational Services (formerly Disability Services for Students).** Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor, and the AES Office. I want to ensure you have the reasonable accommodations needed to provide equal access to academic programs so please reach out to the AES Office promptly, because the services/accommodations they provide are generally not retroactive. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors, please see the following:
<https://studentlife.indiana.edu/student-support/iub-aes/index.html>.
- **Other Extenuating Circumstances.** If you are requesting an accommodation due to another extenuating circumstance, you should contact me in writing within two weeks of the start of the course regarding any known conflicts, and we will discuss if another option is feasible. If an extenuating circumstance later arises (that was unknown at the start of the course), you should contact me in writing as soon as the extenuating circumstance arises, and we will discuss whether another option is feasible. Please note that I will only grant last-minute extensions based on truly extenuating circumstances, such as a serious illness, a death in the family, or if it is an emergency that rises to the level of contacting the IU Dean of Students.

How Will I Know How I'm Doing in this Course?

Grades on the assessments and assignments will be posted in Canvas. Since Canvas keeps track of all of your grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

O'Neill School Expectations of Civility and Professional Conduct*

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction.

*These expectations are excerpted from the O'Neill School Honor Code: [student_honorcode](#)

Academic Integrity

Avoiding Academic Misconduct

Students are responsible for complying with Section II of the Code of Student Rights, Responsibilities, and Conduct, and for NOT engaging in academic misconduct. To read what constitutes academic misconduct, please click this [link](#). I expect, and assume, the best of all of you. I expect and assume that you will complete all of your own work in this course. I also design the assessments and assignments for the class in a manner that will make it very difficult to cheat.

Use of Artificial Intelligence in this Class is Prohibited

Using AI (such as ChatGPT) to assist in completing assignments in this class is **prohibited**. If you do use AI, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

***Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. *Any ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html> (emphasis added)

If you have questions or need guidance, please contact me.

Selling, Sharing, or Publicly Posting Course Materials

I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, assessments, or exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without my express written permission. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Several commercial services have approached students regarding selling class notes/study guides and other faculty-authored materials to their classmates. **Selling the instructor's notes/study guides/course materials is not permitted.** Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

The same goes for selling third-party course materials. Third-party materials you have access to through this course (e.g., book excerpts, journal articles, etc.) are very likely to be subject to copyright protection. Therefore, any copying or sharing of those materials with others – basically, doing anything with them other than making personal use of them in connection with completing this course – is likely to violate copyright laws.

In addition, some online course content, including sometimes recorded lectures, are made available to you to view and download. While you are permitted to take notes on such content for your personal use, you are not permitted to distribute, share, or re-post such content either in its original or in altered form without my express written permission. Finally, you may not record, capture, or photograph class or office hour sessions (whether in person or online) without my express written permission. Students are **not** permitted to record or distribute any class lectures or sessions in any form.

Violation of course rules involving unauthorized or improper use, sale, or distribution of course material and content as outlined above is an act of academic misconduct under the IU Code of Student Rights, Responsibilities, and Conduct and is subject to sanctions, **which may include a sanction up to a failing grade for this course.**

Withdrawal from Course

I hope that you will enjoy this course and that there will be no need to withdraw. However, if the need to withdraw from this course does arise, please note that after the auto-W deadline, withdrawal will be significantly limited, and you will need permission to withdraw and must meet requirements established by O'Neill.

Technology Requirements and Technical Support

For this course, you need access to the following technology:

- A computer, tablet, or other electronic device
- Access to the Canvas course site and video recordings and readings therein
- Access to Nexis Uni, which is available through IUCAT

For help with technical issues, consult:

- [University Information Technology Services \(UITS\) \(Links to an external site.\)](#) (human support)
- [IU Knowledge Base \(IUKB\) \(Links to an external site.\)](#) (guides)
- [IUware \(Links to an external site.\)](#) (download free software)

Additional Resources

Counseling and Psychological Services

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services.

<https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

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submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

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Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Culture Center Resources

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glttserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Topical Course Outline – more details regarding these course topics, particularly regarding the specific aspects of the topics that will be taught in this course, are provided in the Canvas modules (this outline is subject to limited change)

- Rule of Law
- Sources of Law
- Structure of the Court System
- Judicial Review
- Briefing a Legal Case
- Jurisdiction
- Case Law Reasoning
- Statutory Construction and Interpretation
- Basic Legal Research
- Drafting Laws
- Supremacy Clause and Preemption
- Commerce Clause
- Taxing Power
- Spending Power
- Free Speech
- Procedural and Substantive Due Process
- Equal Protection Clause
- Government Liability
- Basics of Administrative Law