

POLI 452 - THE JUDICIAL PROCESS
 TuTh, 10:05 to 11:20 AM
 201 Close-Hipp
 Three Credits
 Spring 2025

INSTRUCTOR INFORMATION AND ACCESSIBILITY

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Office Hours: Tuesdays, 1:30 PM to 3:30 PM, or by appointment

Grading Assistant: Greg Nelson, Ph.D. Student, Political Science

Email is the best way to contact me. Please include "POLI 452" in the subject line or your email will not be answered. Allow 24 hours for a response during the week (Monday-Thursday) and 48 hours during the weekend (Friday-Sunday).

ACADEMIC BULLETIN DESCRIPTION

A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

COURSE DESCRIPTION AND OBJECTIVES

In *Federalist* 78 Alexander Hamilton famously called the judiciary "the weakest of the three departments of power" because it "has no influence over the sword or the purse; no direction either of the strength or of the wealth of the society; and it can take no active resolution whatever." Yet in modern times, the Supreme Court is a major political player. People care about who gets put on the Court, who leaves the Court, who writes the opinions, and what those opinions say. The Supreme Court is not just a legal decision-maker, but a political one as well.

This class will revolve around American federal judicial processes, particularly those of the United States Supreme Court, and how those processes are influenced by and influence politics and policy. Throughout the semester, we will discuss questions relevant to the judiciary, including:

- How do justices get on the Court? When and why do justices retire? How do presidents decide who to nominate for an open Court seat, and how does the confirmation process work?
- How does a case make it to the Supreme Court?
- How do justices decide a case? Why does one justice write the opinion and not another?
- How does the Court interact with other institutions?
- How does the public respond to the Court's work?

By the end of this course, you should:

1. Develop a substantive understanding of the historical development of the federal judiciary.
2. Understand the factors that influence Supreme Court decision making, both legal and political.
3. Develop the ability to read, understand, and interpret peer-reviewed social scientific research.
4. Apply the research covered in this class to different situations and arrive at well-reasoned answers that you can clearly articulate and defend with research.
5. Enhance your written communication skills through written assignments.

PREREQUISITES

There are no prerequisites for this course.

COURSE MATERIALS

Please obtain a copy of the following books for this class (digital or physical copy is fine):

- Black, Ryan C., Ryan J. Owens, Justin Wedeking, and Patrick C. Wohlfarth. 2020. *The Conscientious Justice: How Supreme Court Justices' Personalities Influence the Law, the High Court, and the Constitution*. New York: Cambridge University Press. (ISBN: 978-1107168718)
 - This is available for free download through the University of South Carolina Library
- Biskupic, Joan. 2023. *Nine Black Robes: Inside the Supreme Court's Drive to the Right and its Historic Consequences*. New York: Harper Collins. (ISBN: 978-0063052786)

All other course material will be placed on Blackboard.

INSTRUCTIONAL AND TECHNOLOGY INFORMATION

TECHNOLOGY REQUIREMENTS:

We will be using Blackboard for this class. All assignments will be turned in or completed on Blackboard and I will post materials that are not in the books there as well. Students must have consistent and reliable access to a computer and to the Internet in order to complete this class. Make sure you have access to the course and please let me know within the first week if you do not.

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) [here](#).

COURSE ASSIGNMENTS AND ASSESSMENTS

Your grade will be determined using the following weights:

Area	Weight
Course Pre- and Post-Tests	10%
Participation	15%
Quizzes	35%
Written Assignments	30%
Final Exam	10%
Total	100%

COURSE PRE- AND POST-TESTS (10%):

At the beginning of the semester, you will be asked to complete a multiple-choice test that will ask you about your knowledge of the Supreme Court and your comfort levels with different types of coursework. You will take the same test again at the end of the semester. These tests establish your baseline knowledge of the course material and show how much you learned by the end of the semester.

These tests will be graded for completion and effort only.

The Course Pre-Test will be available on Blackboard starting at 9 AM on Tuesday, January 14th and must be completed by 9 AM Columbia time on Tuesday, January 21st.

The Course Post-Test will be available on Blackboard starting at 9 AM on Tuesday, April 22nd and must be completed by 9 AM Columbia time on Tuesday, April 29th.

You must complete BOTH the pre- and post-tests to get credit.

PARTICIPATION (15%):

Coming to class is important. This material is difficult to learn on your own and class time provides an opportunity to ask questions and engage with the material. It also gives me an opportunity to see how well you are picking up on the material and processing it.

To encourage engagement in the active learning process, I require that you come to class. I will pass around a sign-in sheet during each class and you will sign next to your name to confirm you are in class. Students who come in late and miss the sign in sheet can sign at the end of class. It is your responsibility to sign in and if you fail to do so, you will receive a "0" for attendance for that day. If you leave early and I notice, you will also receive a "0" for attendance for that day. If you walk in the door at the end of class, sign the sheet, and did not actually attend class, you will also receive a "0" for attendance for that day. TL,DR: You have to actually be in class for the majority of it to receive your participation points.

I will drop your four lowest pre-Spring Break scores (through Thursday, March 6th) and your four lowest post-Spring Break scores (from Tuesday, March 18th through Thursday, April 24th). That means that you can miss four classes pre-Break and four classes post-Break before you get penalized for lack of participation. THIS DOES NOT MEAN YOU GET EIGHT CUMULATIVE ABSENCES! It means you get four in the first half and four in the second half of the class.

These four pre-Break and four post-Break absences include absences for feeling unwell but not sick enough to go to the doctor, missing class for pre-scheduled doctor's appointments, classes missed because of work/volunteering/interviews/activities, leaving campus early for spring break or another vacation, missing class because you got stuck behind the train or could not find parking (though I sympathize), as well as the days where you simply do not want to go to class. You do not need to email me when you use one of these absences. Absolutely do not email me asking to be "excused" for any of these reasons – life happens, and this is why you have so many absences. It is your responsibility to use these absences in an appropriate manner.

Exceptions to these parameters will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies. In the event you miss class for one of these reasons, you must contact me in writing as soon as possible and provide documentation of your absence and I will excuse you from participation for that day.

University policy requires that you attend in-person classes if you enroll in in-person classes. I do not offer alternative assignments to replace your participation grade. If you do not come to class, you forfeit the points, period.

QUIZZES (35%):

Over the course of the class, you will be taking five online quizzes in Blackboard. Each quiz will have between 10 and 15 multiple choice questions and 2-3 short answer questions (approximately 5-8 sentence answers). These quizzes will not be cumulative. The first quiz will cover the material from the first three weeks of the class. Each subsequent quiz will cover the material examined since the last quiz, meaning each quiz will cover approximately two weeks' worth of material.

Quizzes will always open on Sundays at 9 AM Columbia time and will be due on Tuesdays at 9 AM Columbia time. This means you can take the quiz anywhere within that 48-hour period. You will have 35 minutes to complete each quiz. Once you start the quiz, you have to finish it (i.e., you cannot start, walk away for two hours, and then come back to finish it), so please make sure you give yourself 35 uninterrupted minutes to take it. Because this course is done online, all quizzes will be open book and open note. I do expect that you will do them on your own, without the assistance of others.

Because we will be taking these quizzes frequently, absolutely no late quiz submissions will be accepted. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

If you miss a quiz for one of these reasons, you must contact me in writing before the quiz is due and provide documentation of your absence to make alternative arrangements. Failure to follow these guidelines will result in a grade of "0" being awarded for that quiz. I reserve the right to give an alternative essay quiz in place of the standard quiz if the situation necessitates an alternative quiz. Please note that answer keys for quizzes get released two hours after the quiz deadline, and once that answer key goes out, you cannot take the quiz in its existing form.

But, because life happens, I will drop your lowest quiz score (meaning your final quiz grade will be from your four best quizzes). That means you can miss one quiz without incurring a penalty.

WRITTEN ASSIGNMENTS (30%):

Alongside the course material, you will also be reading *Nine Black Robes* by Joan Biskupic. This is a journalistic account of the Roberts Court during the first Trump administration written by one of the Court's long-time beat reporters. The book covers the nominations of Justices Neil Gorsuch, Brett Kavanaugh, and Amy Coney Barrett, as well as the Court's decision in cases like *Dobbs v. Jackson Women's Health Organization* (2022).

At three different points this semester, you will complete a short writing assignment (around two pages, double spaced) in which you answer questions that connect the text to course concepts. These assignments give you the opportunity to work on your analytical skills while also showing your comprehension of course topics.

Your reading assignments are as follows:

Due Date	Chapters
2/25	Prologue, Chapters 1-4 (p. 1-128)
3/25	Chapters 5-8 (p. 129-212)
4/22	Chapters 9-12, Epilogue (p. 213-344)

Each written assignment should be submitted on Blackboard in the appropriate assignment folder. They should be completed in Times New Roman 12 pt. font, double spaced, with 1" margins. All written assignments must be submitted as a PDF.

Written assignments must be completed by 9 AM Columbia time on the due date; late submissions will be penalized as follows:

- Less than 1 hour late: -10% of grade
- 1 to 4 hours late: -20% of grade
- 4 to 12 hours late: -30% of grade
- More than 12 hours late: not accepted

I will provide more details about these assignments, including the grading rubric, in a separate document that will be posted on Blackboard in the first two weeks of the semester.

FINAL EXAM (10%):

To evaluate all that you learned throughout the semester, there will be a final exam for this class. This final will be cumulative and will consist of some combination of multiple-choice, true-or-false, and essay questions. The format will look similar to your quizzes, but with more questions and longer essays.

The final for this class is on ***Tuesday, May 6, from 9 AM to 11:30 AM***. Like the quizzes, it will be conducted on Blackboard. I will provide more details as we get closer to the end of the semester.

All exams must be taken during the period in which they are scheduled. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

You must provide documentation that allows me to verify your absence was valid. All claims must, when possible, be made at least two weeks prior to when the exam is scheduled. Failure to follow these guidelines will result in a "0" being awarded for the final. I reserve the right to have the makeup exam be of a different format than the exam that is given during class.

GRADING SCALE

I will use the following scale to assign course grades:

Percentage	Grade
90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
67-69%	D+
60-66%	D
59% or less	F

Percentages greater than or equal to 0.5 will be rounded up to the next highest whole percentage (Example: 86.5% will round up to an 87%).

GRADE APPEALS

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the problem. If you have a question or concern about your performance on any course work, please email me and I am glad to provide additional feedback as needed.

If you believe you were graded unfairly, you can appeal your grade. All concerns must be stated to me in writing (email only), beginning with a statement that concisely explains why you believe your grade should be altered. Please note that if you appeal your grade, I reserve the right to increase it or decrease it upon review.

All concerns, arithmetic or otherwise, must be raised within one week of that assignment/quiz's release to students. It is your responsibility to pay attention when I release grades and comments on Blackboard; the one-week clock starts when I release the grades, not when you look at them. If you do not raise your question within this one-week period, you forfeit your ability to appeal your grade. This policy applies to all graded material as well as your participation points. If you have an excused absence for one of the limited reasons listed above, it is your responsibility to provide documentation for it within a week; if I do not have that note within a week, the absence will not be excused.

SC REACH ACT REQUIRED READING

To satisfy the REACH Act Founding Documents requirement, all students enrolled in the course must read the following documents in their entirety:

- U.S. Constitution
- Declaration of Independence
- Emancipation Proclamation
- *Federalists* #77-81
- Civil Rights Act of 1964

The weeks where you read these pieces are documented in the reading list at the end of the syllabus.

ACADEMIC INTEGRITY

ACADEMIC DISHONESTY:

Absolutely no form of academic dishonesty will be tolerated. Anyone found guilty of cheating, plagiarism, or any other violation of academic integrity will receive an automatic grade of 0.0 for the assignment. Additionally, all other penalties within the University will be pursued to the fullest extent. For more information about academic dishonesty, visit the [USC Office of Academic Integrity](#).

HONOR CODE:

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code. Two important components of the Honor Code:

- Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
- When a student is uncertain as to whether conduct would violate the Honor Code, it is their responsibility to seek clarification from the appropriate faculty member.

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. Please review the [Honor Code Policies](#) as well as the [Code of Conduct](#). It is your responsibility to understand these policies.

CAROLINIAN CREED:

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic and civil discourse are the cornerstones of the educational system and crucial to individual growth.

As a Carolinian:

- I will practice personal and academic integrity;
- I will respect the rights and dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

CLASSROOM CONTENT AND RECORDING:

I will be recording our class sessions and placing them on Blackboard for you to review if needed. You are welcome to record the lectures yourself for your own educational use, but odds are that my recordings will be better quality and take up less space on your computer.

Lectures and course materials (which are inclusive of my presentations, tests, exams, outlines, and lecture notes) may be protected by copyright. You are encouraged to take notes and utilize course materials for your own educational purpose. However, you are not to reproduce or distribute this content without my expressed written permission. This includes sharing course materials to online social study sites like Course Hero and other services. Students who publicly reproduce, distribute or modify course content maybe in violation of the university's Honor Code's Complicity Policy, which prohibits "sharing academic work with another student (either in person or electronically) without the

permission of the instructor." To best understand the parameters around copyright and intellectual property, see [here](#).

COLLABORATION:

A student's grades must represent the extent that to which individual mastered the course content. You should assume that you are to complete course work individually (without the use of another person or uncited outside source) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration.

A NOTE ABOUT SOURCES:

There are great resources out there about Supreme Court cases, including Oyez and Wikipedia. Please use them to help you better understand the material. But these are RESOURCES. The information is not there for you to use as your own without attribution.

Do not, DO NOT, **DO NOT** copy information from these sources to answer quiz questions, write your written responses, or answer questions on your final exam. EVERYTHING IN THIS CLASS NEEDS TO BE IN YOUR OWN WORDS. If you take information directly from a source without attribution and try to pass it off as your own work, that is plagiarism. Plagiarism is a violation of both the University Honor Code and the Carolinian Creed. You are ultimately responsible for your work and ensuring it is your own.

If you are EVER confused about what is and is not plagiarism, ASK FIRST. I will gladly answer any question about wording if it helps avoid plagiarism.

Additionally, Indiana University has [an incredibly helpful plagiarism tutorial](#) that I encourage you all to look at if you are ever confused.

INCOMPLETE GRADES:

You may be assigned an "I" (Incomplete) grade if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

INSTRUCTIONAL AND TECHNOLOGY INFORMATION

TECHNOLOGY REQUIREMENTS:

We will be using Blackboard for class materials. All assignments will be turned in on Blackboard and I will post materials that are not in the books there as well. Students must have consistent and reliable access to a computer and to the Internet in order to complete this class. Make sure you have access to the course and please let me know within the first week if you do not.

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) [here](#).

COURSE COMMUNICATION AND FEEDBACK:

I will be communicating with you regarding grades and assignments via email. If you need to get in touch with me, the best method is email. I will reply to emails within 24 hours during the week

(Monday to Thursday) and 48 hours on the weekends (Friday to Sunday). I will do my best to provide feedback on graded material within a week, though that deadline will occasionally get missed.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues. I will send announcements regarding the course via email using the Blackboard "email" function. It is your responsibility to ensure that your email account works properly in order to receive email.

To check your email address in Blackboard:

- Access <http://blackboard.sc.edu/>
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

TECHNOLOGY REQUIREMENTS:

Lecture slides, links to articles, quizzes, and dropboxes for assignments are all located on the Blackboard site for this course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed
- Reliable internet access and a USC email account
- A current internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
- Microsoft Word as your word processing program
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage

If your computer does not have Microsoft Word, Office365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your University email through a web browser, choose "Settings" (top right corner), and select Software. If you have further questions or need help with the software, please contact the [Service Desk](#).

MINIMUM TECHNICAL SKILLS:

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following minimal technical skills:

- Organizing and saving electronic files
- Using email and attaching files
- Checking email and Blackboard daily
- Downloading and uploading documents

TECHNICAL SUPPORT:

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) here or at (803) 777-1800 or the [Carolina Tech Zone](#).

The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you

encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

STUDENT SUPPORT RESOURCES

ACADEMIC SUPPORT:

In partnership with the University of South Carolina faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to students in this course may include:

- Peer Tutoring: You can make a one-on-one appointment with a Peer Tutor by going to www.sc.edu/success. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit our website for a full schedule of times, locations, and courses.
- Supplemental Instruction (SI): SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- Success Consultations: In Success Consultations, SSC staff assist students in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, your instructor may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by your professor is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit www.sc.edu/success, or come to the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

UNIVERSITY LIBRARY RESOURCES:

University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian](#). You can also [Book a Librarian](#) for a personal research consultation.

WRITING CENTER:

This course has many writing assignments. The University Writing Center is an important resource you should use. It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

ADDITIONAL ACCOMMODATIONS:

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Student Disability Resource Center: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by Close-Hipp Suite 102. All accommodations must be approved through the Student Disability Resource Center.

Students with accommodations, as well as those who anticipate they will be receiving accommodations, should contact me immediately. Every effort to accommodate additional needs will be made.

MENTAL HEALTH AND COUNSELING SERVICES:

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on MyHealthSpace. You can also call after-hours for crisis counseling. Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518. or on MyHealthSpace. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [University Health Services Mental Health](#).

EXTENDED ABSENCES:

If you miss several classes in a row for illness or for familial or personal reasons, you should document your absence with the [Student Ombuds](#) as well.

COURSE OUTLINE AND DUE DATES

Please complete the assigned readings/viewings/listenings by Tuesday every week. All readings marked "BOWW" come from Black, Owens, Wedeking, and Wohlfarth (2020). "NC" means no class that day.

Note: I reserve the right to modify this syllabus at any point in the course to suit the needs of the class. All changes will be noted on Blackboard and sent to students via email in advance of class.

Week	Class Dates	Subject	Assignment
1	1/14 1/16	Syllabus Day	<ul style="list-style-type: none"> BOWW Chapter 1
2	1/21 1/23	The Founding, the Supreme Court, and the Early Republic	<ul style="list-style-type: none"> Constitution, https://bit.ly/2VvQuei <i>Federalist Papers</i>, #77-81, https://bit.ly/3frYpAM Declaration of Independence, https://bit.ly/3lywSQa
3	1/28 1/30	Social Science Research	<ul style="list-style-type: none"> Long, https://bit.ly/3sAfEXV BOWW Chapter 3 BOWW Chapter 10
QUIZ 1 DUE AT 9 AM ON TUESDAY, FEBRUARY 4TH			
4	2/4 2/6	Judicial Decision Making	<ul style="list-style-type: none"> Epstein and Knight (2013) BOWW Chapter 2 Listen: <i>Amicus</i>, "The Trump Court and the Roberts Court," https://bit.ly/3psQJDs
5	2/11 2/13	Retirements, Nominations, and Confirmations	<ul style="list-style-type: none"> Ward (2003), Chapter 1 Schoenherr, Lane, and Armaly (2020) Watch <i>Supreme Revenge</i>, https://to.pbs.org/3lv0obd
QUIZ 2 DUE AT 9 AM ON TUESDAY, FEBRUARY 18TH			
6	2/18 2/20	Clerks, Certiorari, and Agenda Setting	<ul style="list-style-type: none"> Lane and Black (2017) Black and Owens (2021) BOWW Chapter 4
WRITTEN ASSIGNMENT 1 DUE AT 9 AM ON TUESDAY, FEBRUARY 25TH			
7	2/25 2/27	Briefs and Attorneys	<ul style="list-style-type: none"> Schoenherr and Black (2019b) BOWW Chapter 6 Biskupic, Roberts, and Shiffman (2014), https://reut.rs/3CdsPjV
QUIZ 3 DUE AT 9 AM ON TUESDAY, MARCH 4TH			
8	3/4 3/6	Oral Argument	<ul style="list-style-type: none"> Black, Johnson, and Wedeking (2012), Chapters 1 and 2 BOWW Chapter 5 Houston and Ringsmuth (2024)
SPRING BREAK - NO CLASS - MARCH 11 TH AND 13 TH			

9	3/18 3/20	Conference, Bargaining, and Opinion Writing	<ul style="list-style-type: none"> BOWW Chapter 7 BOWW Chapter 8 Listen: <i>More Perfect</i>, "The Political Thicket," https://bit.ly/37gGU1P
WRITTEN ASSIGNMENT 2 DUE AT 9 AM ON TUESDAY, MARCH 25TH			
10	3/25 3/27	Legitimacy and Implementation	<ul style="list-style-type: none"> Baum (2015), Chapter 6 BOWW Chapter 9 Krewson (2019)
QUIZ 4 DUE AT 9 AM ON TUESDAY, APRIL 1ST			
11	4/1 4/3 - NC	Separation of Powers	<ul style="list-style-type: none"> Bailey and Maltzman (2012) Mark and Zilis (2018) <i>Federalist Papers</i>, #51, https://bit.ly/37gr07A
12	4/8 4/10	Interest Groups as Influencers	<ul style="list-style-type: none"> Collins (2012) Schoenherr and Black (2019a) Listen: <i>More Perfect</i>, "The Imperfect Plaintiffs," https://bit.ly/37gH7SF
QUIZ 5 DUE AT 9 AM ON TUESDAY, APRIL 15TH			
13	4/15 4/17	Recusal and Judicial Ethics	<ul style="list-style-type: none"> BOWW Chapter 12 Krewson, Schoenherr, and Shieh (2024) Kantor and VanSickle (2024), https://tinyurl.com/4w4v29wa
WRITTEN ASSIGNMENT 3 DUE AT 9 AM ON TUESDAY, APRIL 22ND			
14	4/22 4/24	Representation on the Bench	<ul style="list-style-type: none"> Emancipation Proclamation, https://bit.ly/3fuY0gQ Civil Rights Act of 1964, https://bit.ly/3uXVmaE Listen: <i>The Science of Politics</i>, "Descriptive Representation in Supreme Court Nominations," https://bit.ly/3FzAPzE
FINAL EXAM, TUESDAY, MAY 6 TH , FROM 9 AM TO 11:30 AM			