POS 4284 - Judicial Process and Politics

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: MW
Class Meeting Time: 09:00AM - 10:15AM
Class Meeting Location: CB1 O318
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Jeffrey Dambly
Title: Instructor
Office Location: HPH 305A
Office Hours
11am-12pm MW
Email: je574977@ucf.edu

Office Hours

Office hours will be Mondays and Wednesdays from 11am-12pm, in my office on the third floor of Howard Phillips Hall (305A). More generally, I will

always make my best effort to be available for questions. You may email me at jeffrey.dambly@ucf.edu at any time. I am almost always connected to email, so please don't hesitate to follow up if I do not respond quickly. At a maximum, you should expect a response in no later than 1 business day. If designated office hours are problematic, we can also schedule time to meet in office or virtually on Zoom that's convenient for you.

Course Description

POS 4284 COS-POLS 3(3,0)Judicial Process and Politics: PR: ENC 1102 or POS 2041 or C.I. Study of the formal and informal judicial process. Legal culture, bureaucratic model, judicial recruitment and outputs, comparative judicial behavior. Fall, Odd Spring.

Student Learning Outcomes

Judicial Process and Politics examines the structures, actors, and processes – both formal and informal – that guide American courts. This is an in-person course. The course material is organized into themed modules that will guide our discussions.

The objective of this course is to introduce you to how federal and Florida courts operate. By the end of this course, I expect you will have a better appreciation for the personnel within the courtroom and why they act the way they do. We will have a particular focus on judges and their decisions. With this end in mind, we will explore the role of the judiciary in our legal system, particularly as it relates to interpretations of law. We'll discuss why courts make decisions, their methods, and their influences. To a lesser extent, this will also include discussions about other attorneys in the courtroom and why they take certain actions.

The objectives of this class include the following:

- Understand American judicial processes and structures
- Understand how American judicial decisions are made and reasoned

- Understand due process considerations in court
- Understand legal limitations for judicial practices
- Appreciate how judicial and political issues can be distinct – or interrelated
- Apply legal reasoning to complex hypothetical problems
- Engage in discussion and deliberation of judicial issues
- Improve writing, critical thinking, and creative thinking skills
- Build collaboration skills and practice professional work habits
- Prepare you for graduate school or the professional world

Required Course Materials and Resources

All course materials will be provided via Webcourses

Recommended Course Materials

Title: Judicial Process
Subtitle: Laws, Courts, and Politics in the United States
ISBN: 9781337238175
Authors: David W. Neubauer/Stephen S. Meinhold
Publisher: Cengage
Publication Date: 2017
Edition: 7th Edition

Course Behavior

Very simply, every student should be prepared engaged on a weekly basis. If you are not engaged, it may affect your grade. Your participation and engagement may well be the deciding factor if your overall grade is on the fence to the next-highest grade range (up or down).

Be sure to understand this next point: this course will engage in discussions meant to provoke thoughtful conversation on potentially controversial legal and policy topics. I also include an array of viewpoints in reading materials so that we can critique and debate in class. All viewpoints are to be respected in an academic discussion. In expressing arguments and analysis, please be considerate and mindful of your classmates; please also have the same consideration when listening to the viewpoints of your fellow classmates, regardless of if they are consistent with your political or ideological leanings. I anticipate (and, indeed, expect) engaging, vigorous, and professional discussions. I also expect reasoned, measured, and (again) professional discussions. Those who act contrary to these expectations may lose the right to participate in class discussions and earn the associated course points.

Course Assessment and Grading Procedure

There is no required textbook for this course. Course materials vary from law review and other journal articles, portions of books, open-source articles, to occasional court opinions, and even videos. I do expect that the time dedicated to reviewing and absorbing course material on a weekly basis will be substantial. You will find all course materials on Webcourses either via link or download.

Be mindful that weekly assigned readings vary in length, so some weeks will have heavier reading assignments compared to others. On occasion, you may find additional recommended reading posted in Webcourses.

There is a recommended text, which is Neubauer and Meinhold's Judicial Process: Law, Courts, and Politics in the United States (7th Edition). I will include recommended readings from that text in the weekly assignments, but they are not required. They are merely helpful in case students wish to have a text to guide them. No grades or scores will come from questions tied to that book.

This is an entirely in-person course meeting Monday and Wednesday (MW) each week. I break down the syllabus into modules. Since only meet twice a week, I don't break down the topics more specifically to give us flexibility depending on when class discussions end on Monday. I expect you to come to class on Monday prepared to engage with the material in discussions for the week. However, it is your responsibility to stay up to date on where we are, as the schedule will likely change over time. I reserve the right to amend the syllabus as I deem necessary. Moreover, I want to emphasize the importance of class discussions; the assigned readings are meant to provide a baseline of relevant information. We'll draw out the "why" through in-class discussions. Lectures may also cover materials (like cases) relevant to the broader conversation that aren't in assigned readings (to save you from needing to spend *more* time prepping each week). Finally, you'll note below that participation matters towards your final grade, and that attendance factors into your participation grade. Thus, you should not expect to skip class and succeed in this course.

Please note that traditionally legal courses center around in-class discussions and professors frequently use a Socratic method of instruction based on asking students questions. You should expect a Socratic method in this class. I use it to help moderate a discussion. I don't use it as a scare tactic, but instead I think of it more as a moderator's tool.

<u>Grading</u> - your final grade will be a composite of four major factors:

1) **Participation** (15% of your grade)

- Students are expected to attend each class and should be prepared to participate in class discussions, engage in debates, and work collaboratively with their peers. Evidence to the contrary (absences, lack of participation in discussions, lack of preparedness, or lack of effectively supporting classmates) can significantly harm your participation score.

2) **Written Assignments** (35% of grade)

- Starting with Week 2, students should expect to respond to a written prompt every other week. Prompts will be released on Monday morning, and written responses will be due the following Sunday at 11:59pm. Students who provide a response in a given week should be prepared to speak to their response the next week in class discussions.

- Students will be graded based on writing style as discussed in class. My aim is to help guide you in a style appropriate for legal arguments. This should benefit you if you intend to attend law school; if not, it should still help develop professional writing skills.

- Students will be limited to a closed universe of citations and references based on course materials.

3) **Midterm** (25% of grade)

- For your “midterm,” you will be provided a question based on course materials and asked to provide analysis based only on those materials. This will be an oral exam, scheduled as a brief interview with the instructor. Students will sign up for an exam time in advance for either a Zoom or in-person discussion.

4) **Final Exam** (25% of grade)

- During the regularly scheduled exam period, students will complete a timed, in-person exam consisting of questions that may include, but not be limited to, multiple choice, true/false, and best answer questions. Source material may include both in-class lectures, discussions, and assigned readings.

Grading Scale

Grading Scale

Letter Grade	Percentage

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy, Missed/Late Assignments, and Attendance

Attendance in class is expected and contributes to your participation grade. Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See UCF Policy 4.401. and UCF Regulation 5.020.

Excused absences include documented illnesses, deaths in the family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Considerations will also be given to students whose dependent children experience serious illness.

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the

remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete.

Artificial Intelligence (AI) Use Policy

Use of Generative Artificial Intelligence (GenAI) is governed on an assignment-by-assignment basis. For each assignment, you must carefully review the instructions to determine whether AI-generated content is permitted. In some cases, you may be permitted (though not required) to use GenAI. When using GenAI, you must disclose specifically where and how it was used in the process of completing the assignment. Unless explicitly allowed, all components of your work must be fully prepared by you. Any attempt to represent GenAI output inappropriately as your own work will be treated as plagiarism. Ultimately, students are responsible for the accuracy and veracity of submitted work whether AI-generated or not. There is significant value in many AI tools, but when authorized they should at most supplement, not replace, your own efforts, to include creative and critical thinking skills.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students

with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the

solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Technology

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test

or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course materials are available through Webcourses. Students must have the ability to view videos, write, and upload assignments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content or upload assignments as determined by the instructor. Please work early so that if you have any problems, you can receive any needed help prior to assignment due dates and times. Technology will not be an excuse for missing deadlines.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)

- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly

as possible.

  - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
  - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Class Schedule

Course Schedule

Week	Topic
1	***Defining the Law*** ***Jan. 12-16*** **<u>Topics Covered:</u>** • Syllabus review and course introduction • Sources of law • Civil v. common law **<u>Reading Assignment</u>**: • Green, L. (2021). Positivism, realism, and sources of law. In P. Mindus (Eds.), *The Cambridge Companion to Legal Posit* 60). Cambridge University Press. • Scott, R.E. (2000). The limits of behavioral theories of law a norms. *Virginia Law Review* 86(8), 1603-1647. Recommended Reading: • Neubauer and Meinhold, Ch. 1-2

Week	Topic
2	***Court Structure and Jurisdictional Consideration*** ***Jan. 21 (no class on Jan. 19)*** **<u>Topics Covered:</u>** • Court origins and purpose – Supreme Court and lower court • Structure of federal courts and jurisdiction • Structure of Florida courts and jurisdiction **<u>Reading Assignment</u>**: • US Constitution • Florida Constitution • Administrative Office of the U.S. Courts, *Understanding the* • Wheeler, R.R., & Harrison, C. (2005). Creating the federal judiciary. *Federal Judicial Center*. • Florida Supreme Court. *Florida's court system*. • Lampe, J.R., & Deal, L. (2023). Federal and state courts: S Interaction. *Congressional Research Service*. • Rehnquist, W.H. (1986). The changing role of the Supreme *State University Law Revie*w 14(1). Recommended Reading: • Neubauer and Meinhold, Ch. 3-4
3	***The Role of Courts***

Week	Topic
	Jan. 26-30 **<u>Topics Covered:</u>** • *Marbury*, strategic decisionmaking, and the role of courts • Interplay between branches of government **<u>Reading Assignment</u>**: • *Marbury v. Madison*, 5 U.S. 137 (1803). • Lane, E.A., Schoenherr, J.A., Schutte, R.A., & Black, R.C. (2 Judicial discretion and US Supreme Court agenda setting. In Solberg & E. Waltenburg (Eds.) *Open Judicial Politics*. Press • Federal Judicial Center. *Executive Enforcement of Judicial C* • *Trump v. CASA, Inc.*, 606 U.S. ____ (2025) (excerpt). • Spiller, P.T., and Gely, R. (2008). Strategic judicial decision-m Caldera et al. (Ed.) *The Oxford Handbook of Law and Politic* University Press. • Rosenberg, G.N. (1992). Judicial independence and the rea power. *The Review of Politics*, 54(3), 369-398. • Federalist Papers 78, 80, 81 • Kantor, J. (Oct. 31, 2025). The debate diving the Supreme C justices. *The New York* *Times*. https://www.nytimes.com/2025/10/31/us/politics/supr kagan-jackson-liberal-justices.html. • Ginsburg, R.B. (2016). *My own words.* Simon & Schuster: N (Excerpt).

Week	Topic
	Recommended Reading: • Neubauer and Meinhold, Ch. 14
4	***Models of Judicial Decisionmaking*** ***Feb. 2-6*** Topics Covered: • Legal model of decisionmaking • Attitudinal model of decisionmaking Reading Assignment: • Segal, J.A., and Spaeth, H.J. (2010). The Supreme Court ar attitudinal model revisited. Cambridge University Press. (Ch 7, 8) Recommended Reading: • Neubauer and Meinhold, Ch. 15

Week	Topic
5	***Advocacy in the Courtroom*** ***Feb. 9 - 13*** **<u>Topics Covered:</u>** • The role of counsel as advocates • Policymaking through litigation • Influential friends (amici) **<u>Reading Assignment</u>**: • Chemerinsky, E. (2013). Lessons from *Gideon*. *The Yale La Journal* 122(8), 2676-2693. • Collins, P.M. (2009). *Friends of the Supreme Court*. Oxford U Press. (Chapters 2-4) • Chemerinsky, E. (Nov. 4, 2025). The tariffs case and whethe briefs matter.*SCOTUSblog*. https://www.scotusblog.com/202 tariffs-case-and-whether-amicus-briefs-matter/. Recommended Reading: • Neubauer and Meinhold, Ch. 5, 7

Week	Topic
6	***Justiciability: Limitations on Access to Courts*** ***Feb. 16-20*** **<u>Topics Covered:</u>** • Overview of justiciability considerations, political questions a secrets, and standing **<u>Reading Assignment</u>**: • Bradley, C.A. (2023). The political question doctrine and inte law. *The George Washington University Law Review* 91(6), • Chesney, R. (2022). No appetite for change: The Supreme C buttresses the state secrets privilege, twice. *Harvard Law R* 170-207. • Heppner, Jr., R.L. (2023). Let the right ones in: The Suprem changing approach to justiciability. *Duquesne Law Review* 6 Recommended Reading: • Neubauer and Meinhold, Ch. 10-11

Week	Topic
7	***Individual Rights in Criminal Court*** ***Feb. 23-27*** **<u>Topics Covered:</u>** • Overview of procedural and substantive rights in criminal co **<u>Reading Assignment</u>:** • *Powell v. Alabama*, 287 U.S. 45 (1932). • *Batson v. Kentucky*, 476 U.S. 79 (1986). • *Sheppard v. Maxwell*, 384 U.S. 333 (1966). • *Richmond Newspapers v. Virginia*, 448 U.S. 555 (1980). • *Smith v. Arizona*, 602 U.S. 779 (2024). • *Gregg v. Georgia*, 428 U.S. 153 (1976). • *Atkins v. Virginia*, 536 U.S. 304 (2002). Recommended Reading: • Neubauer and Meinhold, Ch. 8-9
8	***Appellate Review Process*** ***Mar. 2-6*** **<u>Topics Covered:</u>** • Overview of appellate procedural process and key aspects o • The relevance of oral arguments

Week	Topic
	• Case opinion writing **<u>Reading Assignment</u>**: • Listen to the oral arguments from *Trump v. CASA, Inc.* • Understanding the Federal Courts, assigned in week 2, pag • U.S. Court of Appeals for the Federal Circuit, “The Life of an • The University of Michigan Law School, “U.S. Supreme Cou Guide: General Research.” • Johnson, T.R., Wahlbeck, P.J., and Spriggs, II, J.F. (2006). T of oral arguments on the U.S. Supreme Court. *American Po Review* 100(1). • Epstein, L., Landes, W.M., and Posner, R.A. (2010). Inferrin party in the Supreme Court from the pattern of questioning a argument.” Journal of Legal Studies 39, 433-467. • Barrett, A.C. (2025). Listening to the law: Reflections on the Constitution. Sentinel: New York. (Chapters 4, 6) Recommended Reading: • Neubauer and Meinhold, Ch. 13-14
9	***Midterm*** ***Mar. 9-13*** ***Students will schedule time with the instructor for an in-pers oral exam***

Week	Topic
10	***Spring Break*** ***Mar. 16-20***
11	***Appointment and Elections of Judges*** ***Mar. 23-27*** **<u>Topics Covered:</u>** • Overview of appointment and election models • Virtues and vices of an appointments model • Virtues and vices of an elections model **<u>Reading Assignment</u>**: • McMillion, B.J. (2016). The appointment process for U.S. cir district court nominations: An overview. *Congressional Rese* • Rodriguez, R.A. (2005). Judicial selection in Florida: An exe perspective. *Florida Bar Journal* 79(1). • Edward, L.B., & Band, M.R. (2018). A look through the looki JNC and judicial nominating process “deconstructed.” *Florid Journal* 92(6). • Gordon, S.C. (2024). Democracy reform primer series: Elec appointed judges. *The University of Chicago Center for Effe Government*. • Bonneau, C.W. (2018). The case for partisan judicial electio *Federalist Society.* • Fitzpatrick, B.T. (2018). The case for political appointment o *Federalist Society.*

Week	Topic
	Recommended Reading: • Neubauer and Meinhold, Ch. 6, 15
12	***Decisionmaking by Judges/Judicial Philosophy*** ***Mar. 30 – Apr. 17*** **<u>Topics Covered:</u>** • Overview of models for constitutional interpretation, with a fo originalism, living constitutionalism, pragmatism, and textual **<u>Reading Assignment</u>:** • Barrett, A.C. (2025). *Listening to the law: Reflections on the Constitution*. Sentinel: New York. (Chapters 12-14) • Gorsuch, N.M. (2019). A republic, if you can keep it. Crown York. (Excerpts from Chapters 3, 4). • Brennan, Jr., W.O. (1985). The Constitution of the United St Contemporary Ratification. Text and Teaching Symposium, (University. • Marshall, T. (1987) Reflections on the bicentennial of the Un Constitution. *Harvard Law Review* 101(1). • Scalia, A. (2018). Common-law courts in a civil-law system: United States federal courts in interpreting the constitution a Gutmann, A., & Scalia, A. (Eds). A Matter of Interpretation: F Courts and the Law - New Edition. Princeton: Princeton Univ

Week	Topic
	• Scalia, A. (2011). *Reading the law: The interpretation of lega* Group. (Excerpt). • Breyer, S. (2024). *Reading the constitution: Why I chose pra textualism*. Simon & Schuster: New York. (Excerpt). • Chemerinsky, E. (2013). The inescapability of constitutional theory. *University of Chicago Law Review*, 80(2). • Baude, W. (2023). The 2023 Scalia Lecture: Beyond Textua Harvard Journal of Law & Public Policy, 46(3), 1331-1351.
13	(same as Week 12)

Week	Topic
14	***Public Opinion and Judicial Decisions*** ***Apr. 20-24*** **<u>Topics Covered:</u>** • How public opinion and public expectations effect the Supre • Supreme Court legitimacy and the shadow/interim/emergen **<u>Reading Assignment</u>:** • Murphy, W.F., and Tanenhaus, J. (1974). Explaining diffuse s the United States Supreme Court: An assessment of four m *Dame Law Review* 49(5). • Gorsuch, N.M. (2019). A republic, if you can keep it. Crown York. (Excerpt from Chapter 4). • Segal, J.A., and Spaeth, J.T. (1996). The influence of stare d votes of United States Supreme Court justices. *American Jo Political Science*, 40(4), 971-1003. • Vladeck, S.I. (2019). The solicitor general and the shadow docket. *Harvard Law Review*133. • Vladeck, S.I. (2019). The Supreme Court's (self-defeating) supremacy. *Supreme Court Review*.

Week	Topic
15	***Course Review*** ***Apr. 27*** **<u>Topics Covered:</u>** • Course review **<u>Reading Assignment</u>:** • None
16	***Final Exam*** ***Scheduled during regular exam period***