

APPROVAL FORM

SCC # 81-82-30

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Law and Human Rights

Sponsor(s) Herbert Douglas, Charles Nemeth Dept. Law/Justice

Check One { Course XXXX Credit/Level/Title Change or deletion Other \_\_\_\_\_  
 Concentration \_\_\_\_\_ Specialization \_\_\_\_\_ Major Program \_\_\_\_\_ Certification \_\_\_\_\_

Graduate \_\_\_\_\_ Undergraduate XXXX No. of Credits 3

Approved \_\_\_\_\_  
Not Approved \_\_\_\_\_

[Signature]  
 Dept. Curr. Comm. Chairperson  
 \_\_\_\_\_  
 Date

Division Curr. Comm.  
 Reviewed 1/28/82  
 Date

Dean of Division  
 Reviewed \_\_\_\_\_  
 Date

Approved \_\_\_\_\_  
 Not Approved \_\_\_\_\_  
[Signature]  
 Chairperson, Department  
 \_\_\_\_\_  
 Date

Approved  
 Not Approved \_\_\_\_\_  
2/10/82  
 Date  
[Signature]  
 Chairperson Div. Curr. Comm.

[Signature]  
 Signature

SENATE CURRICULUM COMMITTEE

SCC # 81-82-30 Proposal Received 1/28/81 Open Hearing Held \_\_\_\_\_

Returned to the department for the following reason(s):

Approved by the Curriculum Committee: Date \_\_\_\_\_

Presented to Executive Committee of the Faculty Senate as information: Date \_\_\_\_\_

Notifications forwarded: Vice President for Academic Affairs: Date \_\_\_\_\_

Signature: Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled 3-8-82 \_\_\_\_\_  
Date Signature

Course approved Yes  No

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned 3  
Faculty load hours 3  
Equalized credit hours 3

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned  
by Registrar Yes  No

Hegis Taxonomy Number 2117 240

Signature: Registrar \_\_\_\_\_ Date \_\_\_\_\_

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services  
are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal  
might be implemented would be \_\_\_\_\_

Signature: Academic Dean \_\_\_\_\_ Date \_\_\_\_\_

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson,  
Registrar

A. Course Proposal

1. Title of the Course: Law and Human Rights

Department: Law/Justice

Sponsor: Charles P. Nemeth, JD  
Herbert Douglas, Ph.D.

2. Essence:

- a. Graduate or Undergraduate Course: Undergraduate
- b. Semester hours credit: Three (3) hours
- c. Course level: Sophomore
- d. Pre-requisites: None
- e. Effect of the course on the current and planned departmental curricular pattern: The course will be required under the Law/Justice course block.
- f. Suggested time for implementation: Fall, 1982

3. Details:

- a. Adequacy of present staff: Staff and resources are more than adequate. Library holdings are particularly strong in this area.
- b. Statements as to the uniqueness of the course: The department has been remiss in not insisting that its students take required instruction in the field of human liberty and civil rights. Efforts to liberalize and enlighten law/justice students must include a course focusing on discrimination, substantive and procedural due process rights and the 1st Amendment freedoms. This course will not be a simple review of constitutional law, but instead will cogently focus on the criminal justice system's relation to these human and civil liberties.
- c. Course Objectives: 1.) The student will master the fundamental provisions and pertinent sections of the Civil Rights Acts: Sections 1981; 1982; 1983; 1985; Title VII, II; Voting Rights Act,

and the various administrative agencies empowered to enforce these laws. 2.) The student will acquire a comprehensive understanding of the equal protection clause and its ramifications on police practice. 3.) The student will master the due process theories which impact on criminal justice systems. 4.) The student will master the 1st Amendment and gain an appreciation for the human freedoms it ensures.

d. Evaluation and grading: Test, quizzes, research papers or projects, attendance and participation.

e. N/A

4. Topical Outline or Syllabus:

SEE ATTACHED

5. Rationale:

Much of the criticism directed at the criminal justice system is related to its lack of sensitivity to human rights. Police are constantly accused of violating the rights of people in not only a legal sense, but also a human sense. While the legal accusations are usually bloated in numbers, it is simple fact that police - community relations leave something to be desired. Police are often estranged from diverse cultures and radical viewpoints and at times are extremely narrow in ideology. That seems an inevitable part of a job in which the "negative" aspects of human life are endlessly stressed. The department hopes at least to expose its students to the specific rights all people have - from the right not to be discriminated against to the right to proper demonstration. The course can be taught from a variety of perspectives, but will emphasize a

review of those human rights and issues police and law enforcement professionals so frequently tangle with the public over. Our students should acquire a sense of human rights in everyday life including the right to vote, petition, pray, strike and petition the government.

6. The department was graciously assisted by Dr. Robert Becker of Political Science whose support is evidenced by the attached letter. Other outside consultation included the American Civil Liberties Union. The letter is attached.

7. N/A

Law and Human Rights  
Topical Outline

- 1st Week: Speech - 1st Amendment  
Types of Speech - Police Reaction
- 2nd Week: 1st Amendment  
Conduct - Demonstrations  
Picketing, Labor Unrest  
Rioting, Civil Disorders
- 3rd Week: 1st Amendment  
Freedom of the Press  
Reporters vs Police, The Courts and Judges
- 4th Week: 1st Amendment  
Obscenity - Moral Crimes  
Privacy  
Vice
- 5th Week: 1st Amendment  
Religion - Blue Laws  
Religious Expression  
War Resisters - CO's  
Prison Religion
- 6th Week: 8th Amendment  
Cruel and Unusual Punishment  
Death Penalty
- 7th Week: Mid-Term
- 8th Week: State, Federal, International Problems in Human Rights  
Statutes, Laws, Legislation: Section 1983
- 9th Week: Building a Case of State Infringement  
Color of Law - Discrimination  
Private - Public Distinctions
- 10th Week: Relief Damages  
Injunctions  
Exhaustion of Remedies
- 11th Week: Private Acts - Private Conspiracies  
Section 1981 - 1982 - 1985  
Federal Violations  
Congressional Powers
- 12th Week: 1964 Civil Rights Acts  
Housing, Employment, Sex Discrimination  
Voting
- 13th Week: Substantive Equal Protection  
Economic Matters  
Racial Classifications

Law and Human Rights  
Topical Outline  
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14th Week:

Procedural Equal Protection  
Bail  
Jury Rights  
Discretionary Process  
Right to Appeal  
Right to Rehabilitation

15th Week:

Final Exam

Catalogue Description:

Individual civil rights and liberties are reviewed in detail with particular emphasis on federal - state legislation on discrimination, substantive and procedural due process materials and 1st Amendment problems. Specific attention is given to the role police, courts, and correctional systems play in the enforcement and advancement of such rights.



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF POLITICAL SCIENCE/ECONOMICS

December 2, 1981

Dr. Herbert Douglas, Chairperson  
Law/Justice Department  
Campus

Dear Herb,

I've had a conversation with you, and one with Chuck Namath, concerning the changes in the Law/Justice curriculum, particularly as they affect Political Science. It was agreed that the courses currently being taught in Political Science, Police Procedure and the Supreme Court, and Trial Procedure and the Supreme Court, but carrying a Law/Justice Hegis number, will count as Law/Justice courses.

We also discussed a new course in Law/Justice, "Law and Human Rights," and I agreed that that will be an extremely worthwhile course for Law/Justice majors. It is my understanding that that course will view its subject from a variety of perspectives and will not be primarily case-oriented. I see no problem, therefore, in undue overlapping with courses currently being offered in Political Science.

Sincerely,

A handwritten signature in cursive script that reads "Robert Becker".

Robert Becker, Ph.D., Chairperson  
Political Science/Economics Dept.

RB:lb

LAW OFFICES  
STEVEN D. WEINSTEIN  
MEMBER PA. & N. J. BARS  
STATION HOUSE-SUITE 108  
900 HADDON AVENUE  
COLLINGSWOOD, NEW JERSEY 08108  
(609) 858-6866

January 5, 1982

Professor Charles P. Nemeth  
Law/Justice Studies Department  
Glassboro State College  
Glassboro, N.J. 08028

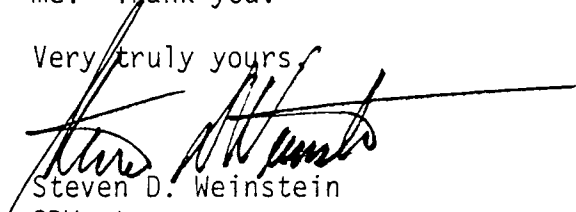
Dear Mr. Nemeth:

As a member of the Board of Directors of the South Jersey Chapter of the American Civil Liberties Union, I was requested by our Executive Director, Mrs. Patricia Lenny, to review your proposed course on Law and Human Rights. The purpose of my review was to provide you with a letter which you would use apparently in your approval process at your school.

While I and all of us who are devoted to the principles of the ACLU would be very much interested in a course such as this and applaud the efforts which you suggest, I find that it is necessary to make certain qualifying comments. Basically, it is my belief that the goals which you set require that certain basic information be presented earlier in the course. Obviously, I am not a professor and do not feel it appropriate to suggest to you how to teach a course. Nevertheless, I do not believe that delving directly into Section 1983 of the Civil Rights Act, together with the other topics listed in your first five weeks of proposed curriculum are appropriate. You list no prerequisite for this course so I must assume that your students would be coming into the course without basic constitutional understanding. Therefore, it is my belief that topics such as the First Amendment, the Eighth Amendment, and substantive and procedural equal protection and due process must come before those statutes. This feeling is based both on the necessity to understand the constitutional framework upon which the statutes were meant to rest and to provide the underpinnings for the issues of state infringement, under color of law, public-private distinctions, and police actions.

Assuming some type of restructuring such as I have suggested occur, I would have no problem in endorsing the concept of the course and the proposed curriculum. Again, I repeat that the concept of the course is one which we all favor and feel is absolutely essential. Should you wish to discuss this matter further, please do not hesitate to contact me. Thank you.

Very truly yours,

  
Steven D. Weinstein  
SDW:ct