

Course Information

Course: O'Neill V184 – Law & Public Affairs
Semester: Spring 2021
Class Times: TBD
Classroom: TBD
Office Hours: TBD

Contact information

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Course Description and Goals:

This course is designed to help you understand what law is, what it does, where it comes from, who it applies to, and how it affects public policy. The course will get you thinking about why societies choose different systems for making and enforcing laws – for example, why doesn't America have a parliamentary system of government, like England and Canada? – and why societies choose different laws to address a common problem – for example, why doesn't Illinois have the death penalty, like Indiana? And it will help you think through the pros and cons of the choices that societies make about law.

Whatever you are majoring in, and whatever your future career path, you will interact with law in many ways. So, it is vital that you know who has the power to make laws that affect you, why they have that power, and how far that power goes. It is equally vital that you know how to find out what the law says and to think through whether it applies to something you are doing or want to do. Most important of all for future problem solvers is to know how to think critically about law: to ask whether and how law can help solve a problem or address a need, whether an existing law is succeeding, and whether the law reflects the society's fundamental values.

We will tackle these issues by drawing mainly on American law and legal institutions, but we will compare American choices with those of various other countries along the way. This will allow all students to better understand the US system in which many will live and work; to realize that most of the problems US law confronts are globally shared; and to consider how much any country's response to a problem is driven by universal factors versus local culture.

Along the way you will be practicing important research, analytical, and communication skills. This will help prepare you for upper level coursework in virtually any major or discipline. Accordingly, the course satisfies GenEd requirements in addition to serving as a core course for O'Neill's BS in Public Affairs. The course is also a prerequisite for upper level courses in the Law and Public Policy major that are taught by Maurer School of Law faculty.

My goal is that you will leave this course empowered to engage with legal and policy issues of interest to you, both on- and off-campus. Specifically, you should leave this course better able to find and read law-related information; to assess its impact on areas of professional, civic, and

personal interest; to judge what makes a given exercise of power legally valid or not; and to engage in persuasive reasoning.

Learning Outcomes

To achieve the goals I just described, the O'Neill School of Public and Environmental Affairs has developed the following common learning outcomes for all sections of V184 Law and Public Affairs.

By the end of this course students will be able to do the following:

- Differentiate among the powers of government distributed within the US Constitution
- Articulate and explain major principles of key areas of substantive law
- Explain the processes for resolving civil disputes and criminal charges in America
- Explain at a basic level the role of administrative agencies in making and implementing law
- Compare US and foreign approaches on one or more selected issues of law and policy
- Create and communicate coherent and persuasive arguments that incorporate both relevant principles of law and policy considerations
- Illustrate the major concepts addressed in this course with reference either to events in students' personal or professional lives, or to relevant current or historical events

Course Requirements

Required Text and Materials

This course has no required textbook. We will be reading from a variety of sources, including primary legal source material – that is, statutes, regulations and other agency materials, executive orders, judicial opinions, and treaties. Self-governance requires that everyone, not just lawyers, can find and read the law, so this course will help you understand at a basic level how to do this.

All required readings and other coursework will be contained within Modules that describe in detail what you will do before, during and after each class meeting. Those Modules are found by clicking on “Modules” on the left side of the Canvas course site.

New developments in law relevant to this class are constantly appearing in the news, and one of the course learning outcomes is for you to be able to relate course concepts to current events. For this reason, I may modify the prep for a given class to reflect new developments, with sufficient advanced notice to you.

Technical Requirements

You will need the following to participate in this course:

- Computer or tablet;
- Reliable internet connection;

- Microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smartphone);
- Access to Canvas using a [supported web browser](#).

If you are new to using Canvas, please take time to familiarize yourself with its features now. If you have problems, please use the services listed below to get help.

Course Assessment and Grades

Teaching Methods

This course engages students through a combination of lecture, discussion, and in-class activities. Students will complete readings and other prep and complete short quizzes on that material before live class meetings. I use the short quizzes (1) to hold you accountable for thoughtfully completing the prep and (2) to identify points of confusion that we should address during our in-class discussions. Points you earn on the quizzes count toward your engagement score in the course.

In class, students will work alone or in various combinations to apply course concepts and skills to real or hypothetical situations. In doing this, students will explore whether, how and why a legal rule or principle applies (or does not) to that situation, and the relevant policy implications. We will discuss these issues during class, and address questions or confusion that emerged from my review of the pre-class quizzes. We will end each class with a summary of key points from our discussion and how they relate to the learning outcomes for that specific class period and Module.

In addition to the short quizzes, I will assess student mastery of course concepts and skills in the following ways:

Exams – 200 points

You will take three exams in this course. The first two exams are worth 50 points each and the final exam, which is cumulative, is worth 100 points. All exams follow the same format; the final just has more questions than the first two exams.

The exams consist of a combination of objective questions (multiple choice, true/false, fill in the blank) and short essays. By “short essays” I mean an answer of about 2 paragraphs of 3-4 sentences each in length.

Answering exam questions will require application of course concepts to hypothetical situations, or reflection on and analysis of course materials. In this way, your work on the exams will be the same type of work we will be doing in class. Because the exam is applied, you are welcome during the exam to consult your notes and any readings or other course materials I have provided. You may also ask me questions during the exam, and I will be happy to help guide you appropriately without effectively giving you the answer.

What you may NOT do is consult another person, live or electronically. **If you do so you will fail the exam and the course.** I also strongly discourage you from trying to do internet research to answer exam questions, because it will not help you; the questions are not designed for you to be able to look up answers on the internet, and students in the past who have relied on internet research to answer exam questions have done poorly on exams.

All exams are administered electronically via Canvas. If you have an unavoidable conflict for an exam date, you must let me know as soon as possible so that we can arrange an acceptable makeup exam date.

Case Briefs (35 points each = 70 points)

You will complete two exercises in which you will create and submit a written “brief” or summary of the key features of a judicial opinion. We will practice this together in class before you complete your first briefs. We will also discuss your first briefs together in class before you complete your second briefs.

Advisory Memo (50 points)

After the second case brief, you will write a short (2 page maximum) advisory memo applying the two cases you have briefed, to a hypothetical scenario in which you will describe the relevance of those cases to an organization’s activities and offer a recommendation to the organization on how to proceed. The purpose of this exercise is for you to practice law-related analytical and communication skills that you will likely use in your professional and civic lives, whatever you end up doing after graduation.

I provide an annotated template for this memo for you to use. The purpose of giving you this annotated template is to introduce you to a basic format for professional writing that you may use in a wide variety of settings in your later work.

Engagement = 80 points

This refers to both attendance, which will be taken daily after the drop/add period ends, and the quantity and quality of your participation in class discussions and activities. While I prefer not to “cold call” on students, I will do it as needed to ensure that all voices are heard during the semester, or at least have the opportunity to be heard.

It will be impossible for you to achieve a good engagement score unless you join each class session and are well prepared to contribute thoughtfully to the discussion and activities. Attendance will be taken via either a sign-in sheet that will be at the front of the room, for in-person classes, or via the Zoom chat function during virtual class sessions. Please be advised that signing in for another student constitutes, and will be treated as, academic misconduct. Also, be aware that if you leave and reenter a class (in person or virtual), it will substantially decrease your engagement score unless you are in the grip of a documented emergency.

We will be engaging in extensive in-class discussions and activities, so **it is essential that students perform the assigned prep prior to joining the relevant class.** I evaluate class engagement based on whether a student is doing the following throughout the course:

- Raising and answering questions
- Sharing ideas, observations, and personal experiences
- Pointing out relevant data
- Pointing out relationships to earlier discussions
- Demonstrating the ability to disagree with others while treating them with civility and respect

In addition, we will be using the Discussions feature throughout the semester to talk offline about recent news items that relate to what we are addressing in the course. Your thoughtful participation in these Discussions will earn points toward your engagement score. You will receive 2 points for every item you post and substantively relate to a course concept, up to a total of 10 points (i.e. 5 items). You will earn 1 point for every substantive comment you make on a classmate's post or in response to another classmate's comment on that post, up to a total of 20 points (i.e. 20 posts). I provide you with examples of the types of posts I am looking for and those I am not looking for.

To sum up, the assessments in this course and corresponding points available for each are as follows:

- Exams – 200 points **(48% of overall grade)**
- Case briefing – 70 points **(16% of overall grade)**
- Advisory Memo – 50 points **(12% of overall grade)**
- Engagement – 100 points (including up to 30 points for Discussions; up to 30 points for pre-class quizzes; and up to 40 points for engagement in class discussion and activities) **(24% of overall grade)**

Total: 420 points

Assignment of letter grades is based on the following scale:

A	94-100	B	84-86	C	74-76	D	65-66
A-	90-93	B-	80-83	C-	70-73	F	Below 65
B+	87-89	C+	77-79	D+	67-69		

Submitting Assignments

All assignments will be uploaded to Canvas through the corresponding Assignment pages in the relevant Modules. Instructions and grading rubrics for assignments are provided in those

Assignment pages. Please be sure to read all instructions and rubrics carefully and to let me know immediately if you have questions.

I am happy to provide feedback on drafts of case briefs and the advisory memo, if you get the drafts to me *no later than 72 hours* before the final version is due. I will expect the drafts to be complete drafts and for you to have taken advantage of all available material to help you draft your brief (notes from our in class discussions on briefing, the recorded mini-lectures on case briefing and advisory memo writing) before you submit the draft to me for review. In other words, the draft should be your best attempt at a final product, before you submit it for my review. If you want to talk with me earlier in the process about any questions you have on how to develop the brief or memo, I am happy to talk with you.

How Will I Know How I Am Doing in This Course?

Grades will be posted in Canvas within **one week** of the due date. Since Canvas keeps track of your grades, you should always be able to calculate your current grade in the course. (Please note however that my grading scale is slightly different from Canvas's – on my scale an A starts at 94% instead of 93%, a B starts at 84% instead of 83%, etc.) If you need assistance, please contact me.

Late Work

If you submit an assignment late, I will deduct 20% of the starting point value on the first day it is late (i.e., the day it is due), and 10% for each day thereafter. Days start at 12:01 am for this purpose.

You are responsible for turning in assignments by the regularly scheduled deadline unless you contact me in advance of the deadline and I agree to a different submission date in the circumstances.

ANY LATE SUBMISSIONS MUST STILL BE SUBMITTED THROUGH CANVAS. NOTE THAT THE FACT THAT CANVAS PERMITS LATE SUBMISSION OF ASSIGNMENTS DOES **NOT** ALTER THE DUE DATE OR THE APPLICATION OF THE DEDUCTIONS FOR LATENESS.

Special Needs

Please let me know by the first week of classes if you have any special needs. If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please advise me promptly and make appropriate arrangements with the Office of Disability Services for Students (812-855-7578).

Students seeking an accommodation for religious observance should let me know as soon as possible, see <http://www.indiana.edu/~bfc/docs/policies/ReligiousObservances09.pdf> (Links to an external site.).

Relevance of Course for International Students

While this course focuses primarily on American law and legal institutions, it is relevant for international students in three ways. First, you will gain a strong foundation in the legal institutions and principles that shape US policy making and public administration, which not only affect global affairs directly but also continue to influence the structure and function of public law in many other nations.

Second, the course addresses universal questions about law and governance – like how transparent and participatory government actions should be, or what it means to treat people equally under the law – and the course addresses these questions in part by comparing US and non-US approaches.

Third, the analytical and communication skills you will practice in this class are translatable to any setting, since they focus primarily on logic, reasoning by analogy, and synthesizing relevant data into pithy analysis and persuasive advice.

Relevance of Course for Students Seeking Work in the Private Sector

Private companies and nonprofit organizations interact with law and regulation every day. In this course we examine how actors in all three sectors – public, private for-profit, and private nonprofit – shape and react to the law.

Academic Policies Governing Your Work in This Course

The following policies apply to your work in this course (and the IU policies apply to all your courses). I encourage you to read this information carefully, and to follow the provided hyperlinks to read the policies themselves thoroughly.

Academic integrity: Your involvement in this class is subject at all times to the following:

- the Indiana University-Bloomington Code of Student Rights, Responsibilities and Conduct, see <http://www.iu.edu/~code/>;
- other applicable IU policies, which are available at <http://policies.iu.edu/policies/categories/academic-faculty-students/index.shtml#academicpolicies:academicandstudentaffairs>; and
- the O’Neill Honor Code, see https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

I encourage you to study and work with your peers in preparing for the exams in this course and exploring issues related to written assignments, but your written submissions and exams must be your own independent work. Please be aware that academic dishonesty, including plagiarism or cheating on an assignment or exam, will result in a failing grade for the assignment/exam and may also result in a failing grade for the course. The Dean of Students may also impose system-wide sanctions, up to and including expulsion from the University. An F for academic dishonesty cannot be removed from a student’s transcript.

Disability services for students: Students seeking support services or accommodations regarding a disability are encouraged to consult the following site for information about available services and the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>

Religious observance: Students seeking an accommodation for religious observance that conflicts with a class meeting time or affects another course obligation should contact me as soon as possible, and consult the following site for information on IU's policy on religious observances and forms to be used by students requesting accommodations: <http://vpfaa.indiana.edu/forms/index.shtml>

Sexual Misconduct. Federal law and University policy together prohibit sexual misconduct, which includes but is not limited to sexual harassment and sexual violence. The range of prohibited behaviors is described here: <https://policies.iu.edu/policies/ua-03-sexual-misconduct/index.html>

If you have experienced a violation of University policy or know of someone who has, the University can help.

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

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. 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.

Copyright. All the materials provided in this course are for your personal educational use. All the readings used in this course are either in the public domain (i.e. not protected by copyright) or made available to you through licenses or otherwise in accordance with copyright law.

You should assume that all readings and other materials, except for primary legal source material (statutes, regulations, judicial opinions, etc.) are protected by copyright. Therefore,

you may not further copy or share these materials, electronically or otherwise, or use them for any purpose other than this course, except with the copyright owner's prior permission or as otherwise permitted by copyright law. The same goes for any materials that I have created for this course (readings, recorded lectures, slides, etc.)

Recording in class. Students may not photograph, audiotape, or videotape class discussions, except as authorized for the purpose of accommodating a documented disability or otherwise approved by the instructor.

Civility

Civility is a central value in the classroom and in any professional setting. Maintaining civility helps to ensure an environment that fosters achievement. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy, and tolerance to others. Examples of discourteous behaviors during class include doing things unrelated to class, listening to headphones, talking or laughing with others, chronically arriving late or leaving early, leaving and reentering during class, and so forth. These behaviors are distracting to me and classmates, and I will address them as they arise and factor them heavily into your class engagement score.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university authorized activity will not be tolerated. I will report disorderly conduct immediately to the Office of the Dean of Students for appropriate disposition, which may result in disciplinary action including possible suspension and/or expulsion from the university.

Class Schedule

This describes the topics that each Module, corresponding to each class session, will address. The Modules set out in detail the readings, other preparation, and quizzes students will do before each live class session. The Modules also contain the instructions and grading rubrics for in-class activities and out-of-class assignments. Each Module indicates learning outcomes specific to that Module as well as course learning outcomes the Module serves.

The schedule below is subject to limited change in the event of extenuating circumstances.

Module	Topics
1	What is meant by the "rule of law" and how do we know if we are living under it? What is the relationship of law and policy? Law and ethics? Who is subject to the laws of a given country? Who should be? Why?
2	What roles do constitutions play in a society?

	<p>What are the key features of a constitution?</p> <p>What does it mean to have a “constitutional right”? What kinds of constitutional rights exist? What kinds of constitutional rights should exist and why?</p> <p>What duties do constitutions impose on people in a society? What duties should they impose and why?</p>
3	<p>How do legislatures, executive actors, and courts make and enforce law?</p> <p>How and why do their roles differ?</p> <p>What do the types of law that they make look like? How do they fit together to address a given issue or problem?</p> <p>What are the pros and cons of distributing lawmaking power among different branches?</p> <p>Does the current distribution of lawmaking power work well? Why or why not? If not, what changes might help?</p>
4	<p>What different types of courts exist in a judicial system?</p> <p>How and why do their activities differ? How are they similar?</p> <p>What is the difference between “common law” courts and “civil law” courts? What are the pros and cons of each system?</p> <p>What does “precedent” mean in a common law system? What makes an earlier case “binding” or “persuasive” precedent when a court is deciding a new case?</p> <p>How do judges become judges? What are their demographic, educational, and professional backgrounds? Does, or should, any of that matter, and if so, why?</p>
5	<p>What is the relationship between a judicial decision or judgment in a case, and a judicial opinion?</p> <p>What is meant by a majority opinion? A plurality opinion? A concurring opinion? A dissenting opinion?</p> <p>What are the major “parts” of any judicial opinion?</p> <p>What should you be looking for when reading a judicial opinion, and how do you know when you have found it?</p> <p>How and why should you “brief” (take notes on the key elements of) a judicial opinion? How may you use a case brief in your future work?</p>

6	<p>How do courts and organizations decide what a statute or regulation means, and whether/how it applies to a given situation?</p> <p>What steps do organizations typically take to respond to laws that apply to them, and why?</p> <p>What makes these steps effective (or not) in achieving organizational goals?</p> <p>What happens when the language of a law does not make sense, does not “fit” with what the legislature intended to do, or conflicts with another law?</p>
7	<p>How do administrative agencies make and enforce regulations?</p> <p>Who creates and funds administrative agencies?</p> <p>Who directs their activities and how?</p> <p>How does the law try to ensure that rulemaking is transparent and accountable?</p> <p>How does the law try to ensure that rulemaking is well-informed and effective?</p>
8	<p>What makes a law more likely to be complied with? More likely to achieve its policy goals?</p> <p>How, and how much, are laws enforced, and why does this matter?</p> <p>What is the difference between “rules” and “standards” in the law? What are the pros and cons of each?</p>
9	<p>Who may start a civil lawsuit?</p> <p>What are the major stages of a civil lawsuit?</p> <p>What are the major decisions that parties make in a civil lawsuit?</p> <p>What are the major decisions that judges make in a civil lawsuit?</p> <p>Who pays the costs of bringing, and defending, a civil lawsuit? Who should pay the costs and why?</p> <p>Why do people file civil lawsuits? What are the pros and cons of civil litigation for the parties and for society? How do lawsuits compare with alternative forms of dispute resolution like mediation and arbitration?</p>
10	<p>Who may file criminal charges?</p> <p>What are the major stages of a criminal prosecution?</p>

	<p>What are the major decisions that parties make in a criminal prosecution?</p> <p>What are the major decisions that judges make in a criminal prosecution?</p> <p>Who pays the costs of bringing, and defending, criminal charges?</p> <p>What are the major policy challenges facing the American criminal justice system?</p> <p>What are some proposed reforms and how should we evaluate them?</p>
11	<p>How do you find what the law says on a topic you are interested in?</p> <p>How can you do this efficiently when you are pressed for time?</p> <p>How do you know whether the law you have found is “good law” (valid and in effect)?</p>
FIRST EXAM	
12	<p>Why do some countries have a “unitary” structure (one national government) while others have a “federalist” structure (multiple levels of government)?</p> <p>What are the pros and cons of each structure?</p> <p>What happens if more than one level of government in a federalist system wants to address a public policy issue? Who has the power to do so?</p> <p>What are typical ways that different levels of government work together on a common issue?</p>
13	<p>What happens if different levels of government in a federalist system disagree on how to address a public policy issue?</p> <p>May the federal government order sub-national units (states, counties, towns/cities, etc.) to do what it says? Should it be able to do so? Why or why not?</p> <p>May the federal government withhold federal funding from sub-national units (states, counties, towns/cities, etc.) unless they do what it says? Should it be able to do so? Why or why not?</p> <p>May states override legal and policy choices of counties, towns, and cities? What does a state consider when deciding whether or not to do this?</p>
14	<p>What happens when the legislature and the chief executive disagree on whether or how to address a public policy issue? How do they attempt to resolve the dispute?</p>

	<p>How much discretion does a chief executive have in deciding whether and how much to enforce a law the legislature has passed?</p> <p>What can the legislature do if it disagrees with something the executive has done?</p> <p>What if anything may and should courts do to resolve disputes between legislatures and executives?</p>
15	<p>What does the right to “procedural due process of law” mean?</p> <p>What types of government action trigger the need to grant “procedural due process of law”?</p> <p>How does the law judge whether the government has acted in a fundamentally fair way – has satisfied “procedural due process of law” – when taking someone’s life, liberty, or property?</p> <p>If the government violates someone’s procedure due process rights, what typically happens? What should happen?</p>
16	<p>What does the right to “substantive due process of law” mean?</p> <p>How much data must a legislature have on an issue before passing a law addressing that issue?</p> <p>May a legislature pass a law based solely on moral grounds?</p> <p>May a legislature pass a law based solely on a desire to preserve a cultural norm?</p> <p>How do courts decide whether a law affects a “fundamental liberty interest”?</p>
17	<p>Does an individual have a fundamental liberty interest in deciding whether to die?</p> <p>Does an individual have a fundamental liberty interest in deciding whether or not to terminate a pregnancy?</p> <p>How does the law weigh these individual interests against public interests, and what are those public interests?</p> <p>How are laws regulating assisted suicide and abortion enforced? How does the design of a law affect levels of compliance and enforcement?</p>
18	<p>What does a right to “equal protection under law” mean? What are legitimate bases for treating people differently in law?</p> <p>How do courts decide whether a law or other government action violates someone’s equal protection rights?</p>

	Is “affirmative action” constitutional? If not, what can a society do to close achievement, income, and wealth gaps created by earlier discrimination?
19	How and why does the law protect against discrimination by private organizations? How and why does the law protect against harassment by private individuals? What impact do anti-harassment and nondiscrimination laws have on reducing private bias and prejudice?
20	When may the government physically take someone’s private property? What does it mean for the government to pay someone “just compensation” when it takes their property? What limits if any does the law place on how much the government may restrict someone’s use of their property?
SECOND EXAM	
21	Under what circumstances may the government lawfully regulate or punish someone’s speech? How does the law judge whether a government regulation of private speech is constitutional? May the government require someone to speak? Is an action that someone takes to make a symbolic point, treated the same in law as oral speech? Why or why not?
22	Does the law allow Google, Facebook and Twitter to regulate the speech of their users? May the law require Google, Facebook and Twitter to regulate the speech of their users? Could the government hold Google, Facebook and Twitter responsible for harms that are caused by their users’ speech?
23	When may the government get and use individuals’ personal data to enforce criminal laws? When may the government get and use individuals’ personal data to carry out administrative functions?

	<p>When does the law require the police to get a warrant before searching or seizing someone's data?</p> <p>Why is a warrant considered valuable?</p> <p>What impact does widespread use of digital technology have on people's constitutional privacy rights?</p>
24	<p>When may private organizations get and use individuals' personal data for use in commercial or nonprofit activities?</p> <p>When and why does the law require individual consent to get or use personal data? When and why does it allow access and use without consent?</p> <p>Does the law strike the right balance in terms of consent? Why or why not?</p> <p>In what other ways does the law regulate private organizational use of personal data, and why?</p>
25	<p>What rights do individuals have to have and use weapons in their own homes?</p> <p>What rights do individuals have to carry and use weapons in public spaces?</p> <p>How does the law judge whether a regulation of weapons is constitutional?</p> <p>What types of weapons regulations may help reduce mass shootings, suicides, and lethal domestic violence incidents?</p>
26	<p>What does the right to "free exercise of religion" mean and how does the law balance it with public safety and welfare needs?</p> <p>When do people have the legal right to refuse to comply with general laws that conflict with their religious practices?</p> <p>How can the law tell when someone who is refusing to comply with a general law is motivated by sincere religious belief?</p>
27	<p>What types of government action constitute "laws respecting an establishment of religion"?</p> <p>For example:</p> <ul style="list-style-type: none"> • when may the government display a religious symbol on government property or documents? • When may a government official wear a religious garment or symbol, or include a scriptural quote in their email signature? • When may government officials engage in public prayer?

	<ul style="list-style-type: none">• When may the government use public tax dollars to fund vouchers and grants that go to religious schools? <p>May courts enforce terms in contracts and wills that are based on religious doctrines?</p>
28	<p>What is “international law”?</p> <p>What is the difference between public and private international law? Between positive and customary international law?</p> <p>When a country signs a treaty, how does that affect the country’s internal laws?</p> <p>If a country violates a treaty, what happens?</p> <p>How do countries cooperate with each other to help enforce their internal laws?</p>
29	FULL COURSE REVIEW AND FINAL EXAM PRACTICE SESSION