

Syllabus for  
**GOV 450—American Jurisprudence**  
3 Credit Hours  
Fall 2012—Frost

I. COURSE DESCRIPTION

Examines the history of both secular law and divine law through the Judeo-Christian perspective. It also covers the basic principles of legal research, legal reasoning, criminal law, torts, and property.

Prerequisites: None.

II. COURSE GOALS

This purpose of this course is to enable the student to do the following:

- A. Outline the historical development of the American legal system.
- B. Discuss major shifts in the perspectives on the law and legal education.
- C. Identify ways in which the Christian worldview helped shape the American legal system.
- D. Define the role natural law played in the development of the American legal system.
- E. Identify major trends in legal thought.
- F. Understand the structure and function of the American judiciary system.
- G. Discuss current legal issues in the law.
- H. Understand the role of the lawyer in American society.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Explain the natural law tradition as it relates to the American legal system.
- B. Outline the development of American jurisprudence.
- C. Make the case for the biblical underpinnings of the American legal system.
- D. Identify the direction of American legal history.
- E. Discuss major shifts in popular sentiment regarding major legal issues.
- F. Form core beliefs about the role of law in contemporary American society.
- G. Understand the structure and operation of the American court system.

### III. TEXTBOOKS AND OTHER LEARNING RESOURCES

#### A. Required Materials

##### 1. Textbooks

Budziszewski, J. *Written on the Heart*. Downers Grove, IL: Intervarsity Press, 1997. ISBN-10: 0-8308-1891-X

Kirk, Russel. *The Roots of American Order*. Wilmington, DE: Intercollegiate Studies Institute, 2003.

##### 2. Other

None

#### B. Optional Materials

##### 1. Textbooks

Titus, Herbert. *God, Man and Law: The Biblical Principles*. Oak Brook, IL: Institute for Basic Life Principles, 1994. ISBN-10: 0-916888-17-7

##### 2. Other

Class reading will be supplemented with handouts.

### V. POLICIES AND PROCEDURES

#### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Course Policies and Procedures

1. Evaluation Procedures
 

Class participation	10%
Written Assignment	40%
Examination	20%
Final Examination (cumulative)	30%
2. Whole Person Assessment Requirements  
None
3. Other Policies and/or Procedures
  - a. All students are expected to be prepared to discuss the reading assignment for every class.
  - b. Written assignments are short weekly research papers.
  - c. There is one exam in essay form.
  - d. The final examination is cumulative
  - e. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the ideas or words of another) as one's own." In standard academic practice, this means if you copy any more than three consecutive words written or spoken by another, you must acknowledge the source of these words by using a footnote and by either enclosing the words in quotation marks or (if a longer quotation) uniformly indenting and single-spacing the material.
  - f. Correct form for footnotes, bibliography, and so on is found in Kate L. Turabian, *A Manual for Writers of Term Papers*.
  - g. Plagiarism will not be tolerated, whether accidental or intentional.
  - h. The automatic minimum penalty for it will be an F on the paper or other assignment involved; more typically, an F for the course is assessed. If done with intent, additional disciplinary proceedings are likely, up to and including expulsion from the University.

V. COURSE CALENDAR

Week	Topic	Reading
1	Course Introduction	Written on the Heart—Chapter 1
2	Natural Law	Written on the Heart— Chapters 2-5
3	Natural Law	Written on the Heart— Chapters 6-10
4	Natural Law	Written on the Heart—Chapters 11-15
5	<b>Examination 1</b>	
6	Order	Roots of American Order—Chapter 1
7	Biblical Law	Roots of American Order—Chapter 2
8	Greece	Roots of American Order—Chapter 3
9	Rome	Roots of American Order—Chapter 4
10	The Middle Ages	Roots of American Order—Chapters 5-6
11	Reformation	Roots of American Order—Chapter 7
12	Church and State	Roots of American Order—Chapters 8-9
13	Enlightenment	Roots of American Order—Chapter 10
14	The Constitution	Roots of American Order—Chapter 11
15	Modernity	Roots of American Order—Chapter 12
16	<b>Final Exam</b>	

**Course Inventory for ORU's Student Learning Outcomes**  
**GOV 450—American Jurisprudence**  
**Fall 2012**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		<b>X</b>		
1B	Sensitivity to the Holy Spirit		<b>X</b>		
1C	Evangelistic capability		<b>X</b>		
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy	<b>X</b>			
2C	Global & historical perspectives	<b>X</b>			
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity	<b>X</b>			

<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills		<b>X</b>		
4C	Appreciation of cultural & linguistic differences			<b>X</b>	
4D	Responsible citizenship	<b>X</b>			
4E	Leadership capacity	<b>X</b>			