



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2006-2007 **NEXT REVIEW:** 2011-2012 **STATUS:** A
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: Civil Rights

COMMON COURSE NUMBER: CJL 2060

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum)*: A survey course of the Federal Rights legislation to include the 13th through 15th Amendments of the Reconstruction Era and the Civil Rights legislation of the 1960's. Special topics include consideration of the American with Disabilities Act, Age Discrimination in Employment Act, Equal Employment Opportunities Act, Equal Pay Act, Affirmative Action, and Sexual Harassment.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Reconstruction Era Adoption of the 13th, 14th, and 15th Amendments and key federal statutes.
2. 1960's: an Era of aggressive enactment of civil rights legislation
3. Affirmative Action, Reverse Discrimination, Sexual Harassment.
4. Americans with Disabilities Act



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ASSESSMENT:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

1. Quizzes, Test, and/or Final Exam (cumulative/comprehensive);
2. Selected faculty may assess homework, projects, class participation/attendance, and/or extra credit projects.

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Speak and listen effectively	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

** General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*



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UNITS

Unit 1 Reconstruction Era Adoption of the 13th, 14th, and 15th Amendments and Key Federal Statutes

General Outcome:

1.0 The students should be able to demonstrate comprehension and knowledge of the historical background and reason for the adoption of the 13th, 14th and 15th Amendments and enactment of significant Civil Rights Legislation adopted in the Reconstruction Era.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Evaluate the significance of the Dred Scott decision and the slaughter-house cases, Plessy v. Ferguson.
- 1.2 Trace the reasons and the substance of the 13th, 14th and 15th Amendments.
- 1.3 Complete familiarization of the Civil Rights Laws enacted in 1866, 1870 and 1871 with specific reference to 42 USC 1983 Federal Damage Liability for Civil Rights Violations.
- 1.4 Understand specific provisions of 18 USC 241 and 242 establishing criminal liability for deprivation of constitutional rights.
- 1.5 Explain important judicial decisions interpreting 18 USC 241 & 242 and 42 USC 1983.
 - a. Monroe v. Pape 1961
 - b. Bivens v. Unknown Named Agents of the Federal Bureau of Narcotics 1971.
 - c. Monell v. Department of Social Service 1978



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Unit 2 1960's: An era of aggressive enactment of Civil Rights Legislation

General Outcome:

2.0 The student should be able to develop an appreciation of the major provisions of the Civil Rights Laws passed by the U.S. Congress in the 1960's.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify the major aspects of the following legislation:
 - a. Civil Rights Act of 1964 (Public accommodations Law)
 - b. Equal Employment Opportunities Act Title VII 1964, 1972.
 - c. Federal Age Discrimination Act 1967.
 - d. Civil Rights Act of 1968, Fair Housing Act VIII.
 - e. Equal Pay Act 1963.
 - f. Pregnancy Disability Act 1978.
- 2.2 Explain landmark judicial decisions which have interpreted civil rights legislation in the 1960's:
 - a. Brown vs. Board of Education 1954
 - b. Jones vs. Alfred H. Mayer Co. 1968
- 2.3 Trace the shifting trends in judicial interpretation of civil rights legislation which has altered the social and economic conditions in our country.



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Unit 3 Affirmative Action, Reverse Discrimination, Sexual Harassment

General Outcome:

3.0 The student shall: be able to analyze and understand the reason for affirmative action programs and when they are considered an unnecessary burden or as a disadvantage to non-minorities and further become aware of Title VII 1964 claim for sexual harassment.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Explain United States v. Paradise, United Steel Workers v. Weber 1979 regarding on voluntary Affirmative Action establishment of quotas.
- 3.2 Explain the effect of the 14th Amendment, specifically the Equal Protection Clause, on affirmative action in state government and private employment.
- 3.3 Trace the scope and coverage of liability under Title VII Civil Rights Act of 1964.
- 3.4 Identify illegal employment practices regarding hiring, recruitment conditions of employment, job assignment, promotions, transfer layoffs, discipline and discharge.
- 3.5 Understand all remedies associated with Title VII violations.



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Unit 4 American Disabilities Act (A.D.A.)

General Outcome:

4.0 The student shall: be able to demonstrate a clear understanding of an employer's; responsibilities with regard to American Disabilities Act.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Specific acts that are in violation of the A.D.A.
- 4.2 Who is protected by Title I of the A.D.A.?
- 4.3 What remedies are available under the A.D.A.?