

**MEJO 340.001 SYLLABUS**  
**Introduction to Media Law**  
**Spring 2022**  
**Monday & Wednesday: 2:00pm to 3:15 pm**

### **Instructor Information**

**Instructor**  
Kristen A. Patrow

**Contact**  
patrowk@live.unc.edu

**Office Location and Hours**  
Virtual Office over Zoom  
by appointment

### **General Information**

#### **COURSE DESCRIPTION**

The study of mass communication law will help you assert your rights and avoid needless infractions of the law as a content creator. This course is designed to help you recognize your legal rights to gather, prepare and disseminate news and other communications. It is an intensive overview of First Amendment case law as it relates to journalism, advertising, public relations, marketing, and the many fields of mass communication. It is also designed to provoke critical thinking about ethical practice, help you understand legal reasoning, and craft a legal argument. This course is designed to impart a basic understanding of how the law is made and the importance of free expression in a democracy.

#### **LEARNING OBJECTIVES:**

1. Understand the origins and theory of the First Amendment and how the law and the court systems work.
2. Understand concerns about censorship in a democracy and how the law protecting against prior restraint is the backbone of the First Amendment.
3. Understand more advanced legal concepts such as privacy and advertising guidelines, how they are contested in the age of “new” media and what those challenges look like “on the job.”
4. Be able to apply legal tests to new scenarios and hypotheticals.
5. Be able to read a case and identify its key components.
6. Understand and appreciate that changes in First Amendment law are almost always the result of social struggle in the United States.
7. Know the elements of libel and privacy claims, learn to avoid such claims or, alternatively, be prepared to defend oneself in the face of such claims.
8. Think creatively and speak knowledgeably about how mastery of media law will help you in your career in journalism/new media.

## Attendance Policy

### UNIVERSITY POLICY:

I am required to put this in my syllabus by the University:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University-approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.

**Please communicate with me early about potential absences.** Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

### CLASS POLICY:

This is a required course in the School of Media and Journalism, which means that the school and the professors that teach this course believe it contains vital information for you to succeed in the mass communication field. As an instructor, I will do my best to make the material engaging and easy to understand. **However, the key to success in both the academic and professional world is to take responsibility for your own learning, time management, and productivity.**

**This is an asynchronous class**, meaning that you have the option to review the content at any point in time. **I will be conducting live lectures Mondays and Monday 5:00pm to 6:15 pm**, and I encourage students to attend because it will give you the opportunity to ask questions and do hypotheticals in real time. However, I will also be recording those lectures. Since this is the case, I will not be requiring attendance. **Instead, I will be tracking your progress through assignment deadlines.**

### COURSE DELIVERY METHOD: ONLINE

This is an online course, which means that the class will take place **entirely online**. **This course is asynchronous.** I will lecture live during class time but it will be recorded. You may attend

class during the live lecture, but in cases where you may need to miss attending that day, you can access the lecture and do the work on your own time.

I **may** also host additional Zoom meetings for review sessions before exams. These sessions will be recorded and uploaded on Sakai for future reference. I will also be available by appointment for individual meetings.

This course uses the Sakai website that the University of North Carolina provides. The site is a crucial resource for this course, and you will need to access it frequently. You will need to take the responsibility to be sure that you complete the various assignments as scheduled and, more importantly, that you stay current with the course. **DO NOT let the flexibility of doing this online let you fall behind. Once you fall behind it will be very difficult to catch up.** Please make sure to refer to the syllabus and lessons page throughout the course so that you stay on top of weekly assignments and understand the class policies. If any changes occur during the course, I will post an announcement.

In short, be sure you know how to access and use Sakai. I will provide a quick tutorial explaining the different sections of the site for the first day.

## Communication Policies and Procedures

This course requires that you communicate with your instructor and classmates on an extremely frequent basis. Because of this, it is essential that you treat each other with respect, even if you do not necessarily agree with their opinion or feedback. An important aspect of intellectual discussion is treating everyone's contribution as meaningful and worthy of a thoughtful response.

The study of free speech requires more tolerance and understanding than the study of some other subjects. Indeed, there is an entire theory of the First Amendment that is based on the principle of tolerance. When discussing speech that the First Amendment protects we will have to discuss speech that is hurtful and offensive. In addition to discussing speech that many people would find odious, there are and will be many political and social views in our classroom! This makes it the perfect place to talk about free speech, but it can also create tensions. Tensions are OK! What we don't want are tensions that escalate into "fighting words" or "speech that creates a chilling effect" on other students. (Stay tuned and we'll talk about these concepts.)

I ask that we engage in [the Chatham House Rule in class](#). This is to help everyone in class feel free to speak up and engage in discussion. I ask that we do not share identifying information and recordings of our classes with folks outside of our class. **The Chatham House Rule is this: you may share the information you get inside a meeting outside of it but not the identities of the people who said the information.** This is our learning environment and perfection is not realistic, it is also impossible. This rule should take some pressure off.

We want to create an atmosphere in which students feel safe to talk and in which they feel heard, even if other students do not agree with their views. There are ways to disagree

passionately and remain respectful and cognizant that the “classroom” is a learning environment. While we want to encourage free speech in the classroom, courts have been very clear that speech that disrupts a classroom environment may not be tolerated. Let’s not even go there. We want to create a space that embraces our differences and helps us learn through those differences.

That being said, debate is absolutely encouraged and can make discussions exciting and even fun! Therefore, I encourage you to disagree if you do and support your critique with evidence from either the textbook or a credible source. If you agree with a classmate, it is important that you communicate that as well!

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted [diversity and inclusion mission and vision statements with accompanying goals](#). These complement the University [policy on prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

## COMMUNICATION WITH YOUR INSTRUCTOR

### BE PROACTIVE

I always love to hear from students so I am happy to answer questions and get to know you. The best way to problem solve any issues that may arise in the course is to be proactive and connect with me if you suspect you might have some problems keeping on track.

Please reach out to me if you have questions about the course or if you are having trouble keeping up with assignments. Also, please reach out if you end up or anticipate possibly having complications in your life that may interfere with your class performance. I would much rather have you inform me of a possible issue so we can prepare for it and have it not actually occur than to only hear about it too late to help you problem solve. **Please let me know if you have any issues related to COVID-19 and getting assignments completed.**

### READ YOUR EMAIL!

I will use the “Announcements” function in Sakai to provide updates or reminders via email about coursework, optional readings on current events, or other topics related to the course. For urgent questions or personal matters, please contact me through my university email address (located at the top of the syllabus). I will do my best to respond to questions in a timely manner, and no longer than within 24 hours.

## ZOOM

Zoom is a tool, similar to Skype or Google Hangout. As previously mentioned, I will record lectures live during “regular class time” twice a week. You are not required to join the “class” but are encouraged to do so. These discussions will reflect on the assignments, on the reading material and on questions you have about the course and the concepts. My favorite thing about teaching is interacting with students, so please join me and we can have some fun discussing media law!

Each discussion will be recorded and uploaded to Sakai for review later.

## Course Materials

### COURSE MANAGEMENT SYSTEM (SAKAI)

The Sakai site should be your first resource for questions. It contains announcements, readings, the syllabus, the course schedule, my contact information, and your grades. You will submit portions of your exams and other coursework via this site.

You are responsible for checking Sakai regularly and meeting class deadlines. **Inability to access the course website is not a valid excuse for lack of preparation or failure to submit assignments by deadline.** Should you experience problems accessing the course website please call 919-962-HELP and tell them it’s about Sakai or visit this webpage: <https://www.unc.edu/sakai/?3>. If you continue to experience problems after talking to an expert about Sakai, please let me know.

### REQUIRED TEXTBOOKS

- Robert Dente Ross et al. The Law of Journalism and Mass Communication, 7th ed.
- Additional readings will be posted on Sakai

## Grades

Assignments	Total Points
Group Case Brief	20
Group Presentation	30
10 Sakai Quizzes	100
First Exam	100
Midterm Exam	100
Final Exam	150

Grade	Points
A	470-500
A-	450-469
B+	435-449
B	420-434
B-	400-419
C+	381-399
C	360-380
C-	348-359
D+	335-347
D	300-334
F	299 or below

Undergraduate MEJO majors must earn a grade of “C” or higher in MEJO 340 as one of the School’s graduation requirements – that means earning a final point total of 365 points or higher out of a possible total of 500.

## Assignments and Assessments

### #1 PRACTICE GROUP CASE BRIEF (20 POINTS): DUE FRIDAY, FEBRUARY 4 AT 11:55PM.

In the first week of class you will be taught how to brief a case. You will be divided into groups through signing up on Sakai for a particular case to present. You will all do both the Case Brief and the Case Presentation in this group. You will complete a group case brief of a case assigned by the instructor and hand in the case brief for feedback. This assignment helps you understand the structure of rule-making in cases. Throughout the semester, you will be presented with a series of important legal cases that have formed the First Amendment as we know it today. This assignment gives you practice learning how to brief them. This assignment is graded slightly more leniently than the Group Presentation case assignment.

#### SECTIONS

Write out the case brief and upload it to the Sakai “assignments” tab. This brief should include the facts, issue, holding, rationale and decision of each case.

**Facts:** Summary of the case presented and the process it went through to get to the Supreme Court. This section should answer the 5 Ws (who, what, when, where and why).

**Issue:** What brought the parties to court? This should be presented as a yes or no question. It is possible that there may be more than one issue.

**Rule:** The Court makes or uses a particular test in each case to reach its conclusion. Explain the test here and be sure to provide relevant definitions of terms.

**Analysis:** What reasons did the Court provide for ruling the way it did?

**Conclusion:** Answer the question(s) you posed with a yes or no. Include the vote tally.

**Dissent and Concurrences:** What reasons did the justices provide for agreeing or disagreeing with the majority?

**Further discussion of these categories can be found on Sakai.**

#### INDIVIDUAL GROUP EVAL

Each of you must submit a group evaluation so I can see if people are pulling their weight and the group is working together well. Each group member should submit the group eval for this assignment (found on Sakai) whereas only one group should submit the case brief on Sakai under the “Assignments” tab.

## FORMAT

Your brief must be double-spaced and written in either 11 or 12-point font. Please use Times New Roman or Century font and 1-inch margins. It should not exceed two pages.

## DEADLINE

**You must upload it to the Sakai [assignments tab](#) by 11:55pm on February 10.** Each of you should submit your individual group evaluations, only ONE group member needs to submit the case brief.

## **#2 GROUP CASE BRIEF PRESENTATION (30 POINTS): DUE ON ROLLING DATES 11:55PM DAY BEFORE PRESENTATION DATE.**

In the first week of class you will be taught how to brief a case. Throughout the semester, you will be presented with a series of important legal cases that have formed the First Amendment as we know it today. To help students learn and retain the importance of these cases, each student group will brief and present one of these cases, which will be assigned by the instructor. For the assignment, you are to research your case and prepare an presentation of the case to teach it to your colleagues. **You will submit this presentation the night ahead of time in the forums tab.** You may use any of the following: Power Point, Google Presentation, PowToons, Prezi, Voicethread, screencast-o-matic, Jing, or GoAnimate.

## RESEARCH REQUIREMENTS

You will read a full case to the do this brief. Links will be provided in Sakai. Your classmates will read an excerpt

## SLIDE REQUIREMENTS

1. Court Case Title and your names
2. Facts of the Case - Tell me the who what when why of the case. This should come from the "Facts" section of your brief. Also tell me how it moved through the Court system.
3. Legal Question - This should come from the "Issue" section of your brief.
4. Rule - What did the Court use to guide its analysis? Was there a test? A particular legal
5. precedent?
6. Courts rationale for their holding - This is the "Analysis " section of your brief. It should also mention a few key court cases that influenced their decision.
7. Majority's answer to the legal question: this is the "holding" section of your brief. Also tell me what action the Court took and the vote.
8. Concurrence/Dissent: Summarize the key points from the concurrence and dissenting opinions.
9. Explain how this case is important to media law moving forward. Explain its significance and impact. Explain this generally but also include a relevant recent court case that is currently being litigated (it either not been heard or is under appeal)

that this case will impact the decision. (This should include a mini brief of this case's facts and the issue with a portion on how your case helps answer the issue or is being put into question).

10. Develop one key question to ask the class to assess whether they are understanding your case.
11. Be prepared to answer questions from your peers on the case.

### PRESENTATION REQUIREMENTS

You will be graded on how well you present the required information.

1. Presentation should take 20 minutes
2. Present the information clearly and succinctly.
3. Cover all elements asked for in the directions.
4. Present a clear and distinct case brief that is adapted for listeners.
  - a. Listeners should be able to understand who was involved in the case and why.
5. How it moved through the court system, the legal question being addressed and
6. How it was answered that question (including the judicial line of reasoning).
  - a. Listers should also be able to understand alternative or opposing perspectives and the ultimate significance of this case in jurisprudence.
7. You will be graded on how well you have created your presentation.
  - a. You should create a presentation in which the organization, development, substance, and style are appropriate to the purposes above.
  - b. You should make strategic use of digital media to enhance understanding of the case where appropriate.
  - c. It should be easy to understand your visual aids & they should highlight key points

### INDIVIDUAL GROUP EVAL

Each of you must submit a group evaluation so I can see if people are pulling their weight and the group is working together well. Each group member should submit the group eval for this assignment (found on Sakai) whereas only one group should submit the case brief on Sakai under the "Assignments" tab.

### DEADLINE

**You must upload it to the Sakai FORUMS tab by 11:55pm on the day BEFORE the presentation.**

### **#3. TEN ONLINE QUIZZES (100 POINTS). DUE EVERY MONDAY AT 1:45 PM.**

Students will complete 13 multiple choice quizzes over the course of the class. You may drop your lowest three quiz scores. Each quiz will consist of 10 questions. Each question will be worth one point. Students will be given 30 minutes to take the quiz which should be enough time if you did the reading and paid attention in class the previous week. Quizzes will cover reading for the upcoming class that day and also some material covered the previous week. These quizzes are given each week. **Since you may drop your lowest three**



scores, missed quizzes may not be made-up. You must work on quizzes alone but they are open book and open note.

#### #4 FIRST EXAM (100 POINTS)

**OPENS 9:00AM MONDAY FEBRUARY 28.**

**CLOSES 11:55PM TUESDAY MARCH 1.**

Students will take an online midterm exam that covers the first third of course material. The exam will include multiple choice, true/false, short answer and a written hypothetical. You must work on exams alone but they are open book, open note.

**Students have a two-hour window to take the exam once they start it. You must work on exams alone but they are open book and open note.**

#### #5. MIDTERM EXAM (100 POINTS)

**OPENS 9:00AM WEDNESDAY APRIL 6.**

**CLOSES 11:55PM THURSDAY APRIL 7.**

Students will take an online midterm exam that covers the second third of course material. The exam will include multiple choice, true/false, short answer and a written hypothetical. You must work on exams alone but they are open book, open note.

**Students have a two-hour window to take the exam once they start it. You must work on exams alone but they are open book and open note.**

#### #6. FINAL EXAM (150 POINTS)

**OPENS 9:00AM WEDNESDAY MAY 4**

**CLOSES 11:55PM FRIDAY MAY 6.**

Students will take an online final exam that covers the entire course material. The exam will include multiple choice and true/false questions. You must work on exams alone but they are open book, open note.

**Students have a three-hour window to take the exam once they start it. You must work on exams alone but they are open book and open note.**

### Extra Credit

No individual extra credit opportunities are offered, and students should not ask for individual exceptions. If an opportunity for extra credit arises – of which there is no promise or guarantee of such an opportunity – it will be offered to the entire class.

### Grade Disputes

Should you wish to dispute your grade on any of the assignments, you must first wait 24 hours before discussing it with me. I call this the “cooling off” period. Then, you must write me a detailed email explaining why I should re-consider your grade. You have one week to dispute the grade on an assignment after it has been returned to you. After I receive an email we will schedule a time to meet and discuss your grade. You must meet with me in person if

you want me to alter your grade. I reserve the right to raise or lower any grade, if I conclude the original grade was faulty.

## Deadlines

All assignments must be uploaded via Sakai by the assigned due date. This is a media school and deadlines are serious in media. Thus, I take deadlines seriously. **I do not accept late assignments. If you submit a file that is somehow corrupted or will not properly open on my computer, you will receive a zero.** Thus, please submit Microsoft Word Documents. What you submit is what you will be graded on. You cannot submit amended materials after the due date. Students who miss assignments will receive a zero for the missed work, unless they have a University-approved absence or a doctor's note.

## Makeup Exams

Makeup exams will be given only in cases of proven emergencies and then only if I am notified in advance of the scheduled exam. I reserve the right to change the content of make-up work (e.g. alternate test questions). No make-up quizzes are given.

## Accessibility Resource Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for information: <https://ars.unc.edu> email [ars@unc.edu](mailto:ars@unc.edu). (source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

## Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## Special or High Needs Students

If you are a student with a documented disability or a student with a unique personal situation (e.g. – a terminally ill family member or you are struggling with depression, etc.), **you MUST let me know during the first week of class so that we can work together to make your experience in this class a success.** I am very happy to work with you to make the necessary accommodations, and I will keep these matters confidential. I also like to have some documentation. (There are, unfortunately, students who can and will take advantage of this privilege.) I cannot, however, accommodate you to the point that it would be unfair to other students in the class. **But there are many possibilities, and I urge you to come speak to me earlier rather than later in the semester. I cannot help you in this regard if you come to me at the last minute.**

Students with diagnosed or suspected disabilities that might impact their performance in the course should contact the Department of Accessibility Resources and Service (AR&S) to determine whether and to what extent services or accommodations are available for this course. It is the goal of UNC to “ensure that all programs and facilities of the University are accessible to all members of the University community.” If you think this might apply to you, please contact ARS by telephone at 962-8300 or visit the AR&S website at <http://accessibility.unc.edu/about-us> for additional information.

## Honor Code

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

[The Instrument of Student Judicial Governance](#), which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

[The Instrument](#) defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."

**Please submit all written work with the following pledge: “On my honor, I have neither given nor received unauthorized aid on this assignment.”**

## Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](http://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

## Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

## Course Schedule

**This schedule is subject to change. Any changes will be reflected on the lessons page on Sakai. Reading assignments may be added or removed and deadlines may be altered as necessary. Rely on the Sakai lesson pages for up-to-date information.** Any changes will be announced on Sakai. You should complete all assigned readings before lectures. **Reading assignments will often require a significant amount of time.** If at any point in the semester you are having difficulty understanding the required material, please let me know.

I will be happy to meet with you and clarify points and/or recommend additional resources to help you understand law. I fully believe that everyone can and should understand legal concepts and I am happy to help you do that. This is a topic I am passionate about so please do not be shy about asking for help or clarification. My desire to educate people about First Amendment law is part of the reason I spent so many extra years in school! That means I am serious about teaching you this stuff!

Week	Topic	Before Class Prep	Assignments
<b>Week 1</b> Monday, January 10, 2022	Introduction to the Course; How to Understand/Brief a Case	<b>READ:</b> The course syllabus  <u><a href="#">How to Read a Legal Opinion</a></u> (Sakai)	

<p><b>Week 1</b> Wednesday, January 12, 2022</p>	<p>Reading First Amendment Law: State Action and the Sources of Law</p>	<p><b>READ:</b> <u>Dente Ross Chapter 1:</u> Beginning of chapter until “Structure of the Judicial System” p.1-15</p> <p><a href="#">What is State Action?</a></p> <p><a href="#">Know your Constitution: What is State Action?</a></p>	<p>Quiz 1 Due Monday January 17 at 1:45pm</p>
<p><b>Week 2</b> Monday, January 17, 2022</p>	<p>Martin Luther King HOLIDAY</p>	<p>Martin Luther King HOLIDAY</p>	<p>Martin Luther King HOLIDAY</p>
<p><b>Week 2</b> Wednesday, January 19, 2022</p>	<p>How to Succeed in Class with Former Students and Briefing Packingham</p>	<p><b>READ:</b> Come with questions for former students.</p> <p><u>Excerpt from Packingham v. North Carolina (Sakai)</u></p>	<p>Review how to brief a case.</p> <p>Attempt to brief the Packingham case, we will go over it in class <b>and in groups. This will not be turned in this is practice.</b></p> <p>Come with questions for former students.</p> <p>Quiz 2 Due Monday</p>

<p><b>Week 3</b> Monday, January 24, 2022</p>	<p>The Court System and Briefing NC v. Bishop</p>	<p><b>READ:</b> <u>Dente Ross Chapter 1:</u> <b>TRIGGER WARNING CHILD SEXUAL ABUSE</b> “Structure of the Judicial System” through “Briefing Cases” p. 15-34</p> <p><u>Map of Appeals Courts</u> (Sakai)</p> <p><u>Comparing Federal and State Courts</u> (Sakai)</p> <p><u>NC Court System</u> (Sakai)</p> <p><u>Excerpt from Excerpt from NC v. Bishop</u> (Sakai)</p>	<p><b>Quiz 2 Due</b></p> <p>Look at circuit map on Sakai and figure out what circuit NC is in.</p> <p>Attempt to brief Bishop v. NC</p>
<p><b>Week 3</b> Wednesday, January 26, 2022</p>	<p>First Amendment History and Theories; Briefing a Case Continued: Abrams v. US</p>	<p><b>READ:</b> <u>Dente Ross Chapter 2</u> Start of Chapter 2 until “How the Government Restrains First Amendment Freedoms” p. 47-59</p> <p>Listen to this <a href="#">podcast on how the First Amendment evolved</a>, start at the 7 minute and thirty second mark.</p> <p><u>Abrams v. United States</u> (Sakai)</p>	<p>Quiz 3 Due Monday</p> <p>Attempt to brief Abrams and we will go over it in class.</p>
<p><b>Week 4</b> Monday, January 31, 2022</p>	<p>Prior Restraint</p>	<p><b>READ:</b> <u>Dente Ross Chapter 2</u> “How the Government Restrains First Amendment Freedoms” until “How SCOTUS Reviews Laws” p. 59-62</p> <p>Read <u>Near v. MN</u> (Sakai)</p>	<p><b>Quiz 3 Due</b></p> <p>Attempt to brief Near v. MN case, we will go over it in class.</p>

<p><b>Week 4</b> Wednesday, February 2, 2022</p>	<p>Public Forums and Political Speech</p>	<p><b>READ:</b> <u>Dente Ross Chapter 2:</u> “Requiring Speech” through “Political Campaigning” p. 69-71</p> <p>“Assembling and Speaking in Public and Non-Public Places” through end of chapter p. 72-76</p> <p><u>Review Packingham v. North Carolina (Sakai)</u></p> <p><b>LISTEN:</b> <a href="#">Podcast: When Does Twitter Blocking Violate the First Amendment?</a> The whole thing is interesting! If you don’t have time listen to all of it, listen to the first 23 minutes.</p>	<p>Quiz 4 Due Monday</p> <p>Complete case brief of United States v. Alvarez. <b>Due Friday, February 4 at 11:55pm</b></p>
<p><b>Week 5</b> Monday, February 7, 2022</p>	<p>Content-Based and Content-Neutral Restrictions of Speech</p>	<p><b>READ:</b> <u>Dente Ross Chapter 2</u> “How SCOTUS Reviews Laws” until “Speaking Politics” p. 62-65</p> <p>Reed v. Town of Gilbert p. 80-87</p> <p><u>United States v. Alvarez (Sakai)</u></p>	<p><b>Quiz 4 Due</b></p>
<p><b>Week 5</b> Wednesday, February 9, 2022</p>	<p>Violent Speech Outside the First Amendment: True Threats, Fighting Words, Incitement</p>	<p><b>READ:</b> <u>Dente Ross Chapter 3</u> <b>TRIGGER WARNING</b> <b>SEXUAL ASSAULT,</b> <b>DOMESTIC VIOLENCE AND</b> <b>RACIAL VIOLENCE/KKK,</b> <b>CHILD SEXUAL ASSAULT</b> Beginning until “Symbolic Speech” p. 89-102</p> <p>Elonis v. United States p. 126-131</p>	<p>Quiz 5 Due Monday</p>

<p><b>Week 6</b> Monday, February 14, 2022</p>	<p>Sexual Speech Outside the First Amendment and Indecency: Obscenity, Child Pornography and Indecency</p>	<p><b>READ:</b> <u>Dente Ross Chapter 9</u> “Reasons to Regulate Broadcasting” until “FCC Ownership Rules” p. 357-362</p> <p><u>Dente Ross Chapter 10</u> <b>TRIGGER WARNING</b> <b>CHILD SEXUAL ASSAULT</b> “Current Obscenity Definition” p. 399-400</p> <p>“The Miller Test” p. 402</p> <p>“Sexually Explicit Material and Children” p. 403-405</p> <p>“Indecency” through “emerging law” p. 407-417</p> <p>FCC v. Pacifica p. 418-424</p>	<p><b>Quiz 5 Due</b></p>
<p><b>Week 6</b> Wednesday, February 16, 2022</p>	<p>Intermediate Scrutiny Speech: Commercial Speech, Symbolic Speech/Expressive Conduct</p>	<p><b>READ:</b> <u>Dente Ross Chapter 12</u> Central Hudson Gas &amp; Elec. Corp. v. Pub. Svc. Comm’n of N.Y. p. 508-512</p> <p><u>Dente Ross Chapter 3</u> “Symbolic Speech” through “Burning Speech” p. 102-103</p> <p>Listen <a href="#">to this podcast on Texas v. Johnson</a></p>	<p>Quiz 6 Due Monday</p>
<p><b>Week 7</b> Monday, February 21, 2022</p>	<p>Student Speech</p>	<p><b>READ:</b> <u>Dente Ross Chapter 3</u> “Speech in Schools” through end of chapter p.110-122</p> <p>Tinker v. Des Moines p. 123-126</p> <p><a href="#">Mahanoy v. BL majority opinion</a> p.1-10.</p>	<p><b>Quiz 6 Due</b></p>



<p><b>Week 7</b> Wednesday, February 23, 2022</p>	<p>Speech Online and Internet Regulation</p>	<p><b>READ:</b> <u>Dente Ross Chapter 9</u> “Internet Regulation” through “Net Neutrality” p. 378-381</p> <p><a href="#">This article on Net Neutrality</a></p> <p><u>Reno v. ACLU (Sakai)</u></p>	<p>No Quiz Study for exam</p>
<p><b>Week 8</b> Monday, February 28, 2022</p>	<p><b>FIRST EXAM</b></p>	<p><b>OPENS AT 9 AM AVAILABLE UNTIL 11:55 PM ON TUESDAY MARCH 1.</b></p> <p><b>2 HOUR TIME LIMIT (Class time plus 45 minutes in case of technical issues)</b></p>	
<p><b>Week 8</b> Wednesday, March 2, 2022</p>	<p>Defamation Elements: Statement of Fact, Publication, and Identification</p>	<p><b>READ:</b> <u>Dente Ross Chapter 4</u> Beginning through “Identification” p. 133-143</p> <p><a href="#">North Carolina Statute on Libel (read all)</a></p>	<p>Quiz 7 Due Monday</p>
<p><b>Week 9</b> Monday, March 7, 2022</p>	<p>Defamation Elements: Defamatory Communication &amp; Falsity</p>	<p><b>READ:</b> <u>Dente Ross Chapter 4</u> “Defamation” until “Fault” p. 143-148</p>	<p><b>Quiz 7 Due</b></p>
<p><b>Week 9</b> Wednesday, March 9, 2022</p>	<p>Defamation Elements: Fault (status of the plaintiff)</p>	<p><b>READ:</b> <u>Dente Ross Chapter 4</u> “Fault” until “Emotional Distress” p. 148-161</p> <p><u>New York Times v. Sullivan (Sakai)</u></p> <p><a href="#">Listen: to this NPR story on the importance of NYT v. Sullivan.</a></p>	<p>Quiz 8 Due Monday, March 21</p>
<p><b>Week 10</b> March 14 and March 16</p>	<p><b>SPRING BREAK</b></p>	<p><b>SPRING BREAK</b></p>	<p><b>SPRING BREAK</b></p>

<p><b>Week 11</b> Monday, March 21, 2022</p>	<p>Defamation Elements: Fault (Actual Malice v. Negligence) &amp; Damages</p>	<p><b>READ:</b> <b>Trigger Warning: Sexual Assault</b> <a href="#">‘A Rape on Campus,’ What Went Wrong?</a>  <a href="#">Rolling Stone Last Remaining Lawsuit Over UVA Rape Story</a></p>	<p><b>Quiz 8 Due</b></p>
<p><b>Week 11</b> Wednesday, March 23, 2022</p>	<p>Defamation: Defenses and Privileges</p>	<p><b>READ:</b> <a href="#">Dente Ross Chapter 5</a> skim all of it. p. 175-199  Milkovich v. Lorain Journal p. 200-203  <a href="#">This article on a recent defamation case against Tucker Carlson.</a></p>	<p>Quiz 9 Due Monday</p>
<p><b>Week 12</b> Monday, March 28, 2022</p>	<p>Privacy: Intrusion, False Light &amp; Private Facts</p>	<p><b>READ:</b> <a href="#">Dente Ross Chapter 6</a> “Intrusion,” through “False Light Defenses” p. 213-226  “Private Facts” through “First Amendment Defense” p. 237-243  Cox Broadcasting v. Cohn: <b>Trigger Warning Sexual Assault</b> p. 246-249</p>	<p><b>Quiz 9 Due</b></p>
<p><b>Week 12</b> Wednesday, March 30, 2022</p>	<p>Privacy: Appropriation</p>	<p><b>READ:</b> <a href="#">Dente Ross Chapter 6</a> “Appropriation” until “Private Facts” p. 226-237</p>	<p>Quiz 10 Due Monday</p>

<p><b>Week 13</b> Monday, April 4, 2022</p>	<p>Privacy Data Collection/Review</p>	<p><b>READ:</b> <u>Dente Ross Chapter 6</u> Beginning at “Privacy and Data Protection” through the end of the chapter. p. 265-272</p> <p>Riley v. California p. 279-284</p> <p><a href="#">This press release from the FTC on their 5 Billion dollar settlement with Facebook.</a></p>	<p><b>Quiz 10 Due</b></p>
<p><b>Week 13</b> Wednesday, April 6, 2022</p>	<p><b>SECOND EXAM</b></p>	<p><b>SECOND EXAM OPENS AT 9 AM AVAILABLE UNTIL 11:55 PM THURSDAY, APRIL 7.</b></p> <p><b>2 HOUR TIME LIMIT (Class time plus 45 minutes in case of technical issues)</b></p>	<p>Quiz 11 Due Monday</p>
<p><b>Week 14</b> Monday, April 11, 2022</p>	<p>Copyright</p>	<p><b>READ:</b> <u>Dente Ross Chapter 11</u> Beginning until “Trademarks” p. 431-454</p>	<p><b>Quiz 11 Due</b></p>
<p><b>Week 14</b> Wednesday, April 13, 2022</p>	<p>Copyright: Fair Use</p>	<p><a href="#">Copyrighting the 'Building Blocks' of Music? Why the Katy Perry Case Alarms Producers</a></p>	<p>Quiz 12 Due Monday</p>
<p><b>Week 15</b> Monday, April 18, 2022</p>	<p>Trademark</p>	<p><b>READ:</b> <u>Dente Ross Chapter 10</u> “Trademarks” until end of chapter p.454-465</p> <p>Matal v. Tam p. 465-471</p> <p><a href="#">VISIT USPTO website</a></p> <ul style="list-style-type: none"> <li>• “Trademark Basics” (and watch videos), and</li> </ul> <p><a href="#">Ford is asking USPTO to take away GM’s Trademark on “Cruise”</a></p>	<p><b>Quiz 12 Due</b></p>

<p><b>Week 15</b> Wednesday, April 20, 2022</p>	<p>Reporter’s Privilege</p>	<p><b>READ:</b> <u>Dente Ross Chapter 8</u> “Protecting Confidential Information” until end of chapter p. 331-344</p>	<p>Quiz 13 Due Monday</p>
<p><b>Week 16</b> Monday, April 25, 2022</p>	<p>Access and the Right to Record</p>	<p><b>READ:</b> Richmond Newspapers v. Virginia p. 344-349</p> <p>Beginning of chapter until “Statutory Right of Access” p. 257-263</p> <p>“Access to Federal and State Meetings” until “Exemptions to Open Records Laws” p. 269-277</p> <p>“Exemptions to Open Meetings” through end of Chapter p. 283-293</p>	<p><b>Quiz 13 Due</b></p>

<p><b>Week 16</b> Wednesday, April 27, 2022</p>	<p>LAST DAY OF CLASS Public Records/Review</p>	<p><b>READ:</b> <u>Dente Ross Chapter 7</u> “Statutory Right of Access” until “Access to Federal and State Meetings” p. 263-269</p> <p>“Exemptions to Open Records Laws” until “Exemptions to Open Meetings” p. 277-283</p> <p>US Department of Justice v. Reporters Committee for Freedom of the Press p. 294-298</p> <p><u>DTH v. Folt (Sakai)</u></p>	
<p><b>Week 17</b> Friday, May 6, 2022</p>	<p><b>FINAL EXAM</b></p>	<p><b>AVAILABLE STARTING 9am on Wednesday, May 4 until Friday, May 6 at 11:55pm.</b></p> <p><b>3 HOUR TIME LIMIT</b></p>	

I’m also required to put this on the syllabus even though it is not applicable to us:

**Mask Use**

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.