

**University of California
Berkeley
Liberty, Equality, Privilege and the U.S. Constitution**

**Legal Studies 190
Syllabus**

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The Constitution was written by men of privilege who formed a government designed, in part, to preserve and protect their advantages. History has eroded certain concepts of privilege which have influenced American morality, culture and politics. Martin Luther King, Jr. said: "The arch of moral history is long but it bends towards justice." But he did not indicate who gets to decide what is justice. Since *Marbury v Madison*, when the Supreme Court determined that it would be the final adjudicator of the meaning of the Constitution, the Court has been a significant arbiter of "justice" and has affected the power of privilege in American society. As the population of the country and the composition of the Court have changed, historically accepted constitutional principles of equality, privilege, personal liberty and freedom have been re-examined and modified—maybe for the better and maybe not. As a necessary result, the relationship between individual liberty and governmental mandated equality has been significantly re-balanced.

This course will examine the evolution of the Supreme Court's treatment of the conflicts between individual liberty and governmental mandates of equal treatment. We will begin by examining the historical legal, social and cultural support and acceptance of unequal treatment of people based on certain inherent characteristics including race, gender, gender identity, and sexual orientation, towards the Court's support of governmental mandates of equal treatment at the expense of individual liberty and freedom of choice, to the current trend permitting individuals and governmental institutions to "opt out" of non-discrimination laws based on newly developed and reinterpreted constitutional theories.

The constitutional development will trace the evolution of the explicitly stated First Amendment protection from the government abridging speech, the Court's interpretation that certain conduct, such as cross burning, flag burning, paying dues to a union, parading, carrying or posting a sign, and wearing protest arm bands, are "expressive" and accordingly entitled to First Amendment protection; the expanded notion that since the government cannot "abridge" speech (and accordingly certain expressive acts), neither can the government "compel speech" or compliance with certain governmental mandates. And expansion of the explicit First Amendment protected right to the free exercise of religion, from just protecting beliefs to also protecting acts; and accordingly limiting governmental enforcement of non-discrimination laws that infringe on religious beliefs. We will also examine the constitutionality of governmental mandates requiring the equal treatment of others that violate such person's "sincerely held religious beliefs or moral convictions." These constitutional arguments have recently been made to support a baker's refusal to bake a cake for a same sex marriage, an employer's refusal to buy certain health insurance for its women employees, allowing government employees to refuse to issue a marriage license to a same sex couple, allowing a pharmacist to refuse to sell prescription medication to a customer, permitting a medical professional to refuse to perform a "legal"

abortion, allowing "opt-outs" from health-care mandates established to fight a pandemic (Covid-19), refusing to place a child in a foster-care home of a same-sex couple in direct violation of a government funded program, and protecting a person's or organization's refusal to fulfill virtually any governmental mandate if doing so requires an action by the person or organization that the person or organization deems "compels" speech or actions that the person or organization does not wish to express, or policies the person or organization does not wish to support.

In addition, the course will examine the evolution of the constitutional mandate of "equal protection" (and the denial of equal protection) based on race, gender, gender identity, sex and sexual orientation.

The materials for the course required to be read and understood will include the Constitution of the United States, Supreme Court decisions, political, social and moral commentary, and news reports. The materials for the course are posted on bCourse. The seminar will be conducted mostly using the Socratic Method; there will be very little lecturing. In addition to "learning" the materials, the course will emphasize critical thinking: *how* to think, not *what* to think.

CLASS SCHEDULE: LS 190 SEM

introduction

WEEK 1: introduction to the course: liberty, equality, privilege and the role of the Constitution;

The First Amendment's Religious Clauses:

WEEK 2: What is religion; what does the "Free Exercise Clause" protect; how has the Supreme Court historically applied the Constitution's protection of "the free exercise of religion" and how has the government reacted?

WEEK 3: The Supreme Court's pivot regarding interpretation of the religious clauses, and expanding the right to "opt-out" of compliance with laws of general applicability that infringe on religious beliefs and moral convictions.

Compelled Speech and "expressive" acts-can the government make me say or do something to achieve equality that violates my First Amendment Protected Speech and Religious Rights:

WEEK 4: "Compelled" speech and "acts" as speech; the constitutional development of restricting the government from "compelling speech" and therefore certain behaviors, and the conflict between "compelled speech," equality and individual liberty-a new weapon in the fight for individual liberty against governmental mandates for equality...or a new way to discriminate?

WEEK 5: To what extent will the Supreme Court support individual liberty protected by the speech and religious clauses when exercising such liberties conflicts with governmental mandated equality and equal access to governmental programs?

The Second Amendment ,Individual Rights and Collective Security

WEEK 6: To what extent will the Supreme Court support individual liberty protected by the Second Amendment right to self defense and the "right to bear arms" when exercising such liberty endangers others?

The conflict between equal treatment vs. the Supreme Court's protection of religious and moral beliefs -how far will the Court extend "opt-outs" from governmental mandates of equal treatment?

WEEK 7: Gender and Sex —must the government (and everyone else) agree with a person's decision of who that person is? And the affects of the Civil Rights Act and Supreme Court decisions on the LGBTQ+ community.

WEEK 8: Equal rights for woman- an ideal or a (possible) reality, and which way is it trending?

WEEK 9: *Dobbs v Jackson*- the Supreme Court overturns *Roe v Wade* applying a constitutional theory that could threaten privacy, LGBTQ+ rights, marriage equality and woman's equality.

WEEK 10: Post *Dobbs*-does the Constitution allow the federal government to mandate or prohibit actions to protect the public and individual rights- vaccination mandates and abortion regulations.

Ethnicity, Nationality and Racism (and their implications in political, education, and economic life) and the Constitution:

WEEK 11: Affirmative Action -a cure or the problem, and the Equal Protection Clause;

WEEK 12: Racial Profiling -police power, due process and the Due Process Clause;

WEEK 13: Voting -racism, federalism, the Constitution —and what is (can be) the remedy;

WEEK 14: Review.