

Syllabus for POLSC 1 Political Controversies – Eureka Campus		
Semester & Year	Fall 2017	
Course ID and Section #	POLSC 1: E2618	
Instructor's Name	Emenaker	
Day/Time	T/Th 10:05-11:30	
Location	HU 115	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	HU 108F
	<i>Office hours</i>	M-Th. 12:00-1:00
	<i>Phone number</i>	476-306
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Textbook Information	<i>Title & Edition</i>	<i>Constitutional Law and American Democracy: Cases and Readings</i> . New York: Wolters & Kluwer, 2011
	<i>Author</i>	Corey L. Brettschneider
	<i>ISBN</i>	978-0-7355-7982-8
Course Description		
An introduction to current controversies in US politics. Students will become familiar with contemporary issues, critique different viewpoints, and construct policy solutions while learning about constitutional principles and government institutions.		
Student Learning Outcomes		
<ol style="list-style-type: none"> 1. Identify and critique major contemporary political issues in American politics. 2. Describe the role of US political institutions in contemporary political problems. 3. Analyze how responses to political issues differ from the local, state, to national level. 4. Construct policy solutions to political problems. 		
Special Accommodations		
College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services . Students may make requests for alternative media by contacting DSPS at 707-476-4280.		
Academic Support		
Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services , for eligible students, with advising, assistance, tutoring, and more.		
Academic Honesty		
In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may		

receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

POLSC 1: Political Controversies

Fall 2017 Course Syllabus

Bring your syllabus to each class session; this will orient you to the day's activities, and it allow you to make changes to the course outline as they occur.

Instructor: Ryan Emenaker -- ryan-emenaker@redwoods.edu -- 707-476-4306

Meeting Times/Locations: T/Th 11:40-1:05 (E2618) Humanities (HU) 115. 3 Units.

Office Hours: HU108F; M-Th 12:00-1:00. I am also available to help you by phone and e-mail, and I will attempt to make other arrangements if needed.

I. Course Description

An introduction to current controversies in US politics. Students will become familiar with contemporary issues, critique different viewpoints, and construct policy solutions while learning about constitutional principles and government institutions.

II. Student Learning Outcomes

1. Identify and critique major contemporary political issues in American politics.
2. Describe the role of US political institutions in contemporary political problems.
3. Analyze how responses to political issues differ from the local, state, to national level.
4. Construct policy solutions to political problems.

III. Required Texts

Corey L. Brettschneider. *Constitutional Law and American Democracy: Cases and Readings*. New York: Wolters & Kluwer, 2011. **You must have regular access to the text to pass the class.**

Additional readings and/or activities will be assigned and handed out in-class or posted on Canvas.

IV. Class Format and Procedures:

Class will be discussion-based and we will use several simulations and activities to build an active learning environment. Come to class ready to answer questions about what you have read and ready to engage with other viewpoints.

V. My Assumptions

I assume that you will come to class prepared, offer your views, and engage with others in a respectful manner.

Canvas-each of you should be CERTAIN you know how to use Canvas, and that you can check your MyCR e-mail address. I will communicate with the class by e-mail and through Canvas with some frequency; I will assume you check your MyCR e-mail at least every other day. Canvas will be used to send out announcements, post assignments, PowerPoints, and lecture notes, and to make changes to the course outline. If you are not able to use Canvas, or are not receiving messages from me, do not wait to fix this problem. Fix it immediately!!!

VI. Course Requirements:

- Attendance & Participation – 20%
- 10 Reading Responses –20% collectively
- 2 Analysis/Argumentative Essays - 20% each (40% collectively)
- Final Exam – 20%

VII. Assignment Explanations:

1) Attendance & Participation [200 points total]

Class participation is vital for success. I do not accept excuses for missed participation; you either participate or you don't. It is obvious that you can't participate if you're not in class. Not only will your participation grade suffer if you don't attend regularly, but I think you'll find your paper grades negatively affected. Participation in this course means taking an active role in class discussions, group work, in-class written assignments, and completing all assigned readings, pop quizzes, and simulations. Failing to participate in the beginning and end of all sessions will negatively impact your grade.

If you fail to attend class, it is your responsibility to find out what you missed from one of your colleagues. ***If you miss class often, you will be dropped. Excessive absences is defined as missing more than 3 classes in a semester.***

2) Reading Responses [200 points total]

Reading Responses are written pieces to 10 of the required readings. Please do not attempt to summarize the entire chapter or article. Instead, you are to pick a direct quote, theme, or idea from one of the assigned readings for that week 1) write 1-2 paragraphs summarizing the author's intended meaning; 2) write 1-2 paragraphs describing your reactions to the quote or theme. *I do not simply want to know what the authors said; I want to know what YOU think about what they said.* A sample Response is posted on Canvas and will be discussed in class.

You must be responding to readings assigned in the past 7 days.

You may only turn in one per week; absolutely no excuse--no matter how valid--will allow you to turn in more than one per week.

Since you only need to turn in 10 for the entire semester, you are already allowed to "miss" reading responses for the other 5 weeks. *If you miss more than that--no matter the reason--then you do not deserve to receive full credit for this portion of the class. Extra credit will not be given for turning in more than 10.*

*Each response piece should be at least one **typed page**. Due at the start of class!!! No late or e-mailed response pieces will be accepted!!!*

3) 2 Analysis/Argumentative Essays [200 points each; 400 total]

Two 1800-2200-word papers to be submitted electronically by 5:00 PM of the day on which the assignment is due. Questions for the papers will be announced approximately ten days prior to the assignment's due date. Please see course schedule for relevant dates. The questions are based on the readings from the previous weeks, and they will require you to carefully contemplate what we have read. No outside research is expected. Further explanation of the essays will be provided with each round of questions.

4) Final [200 points]

A Take-home final exam will be distributed on Thursday, December 7 and due on Wednesday, December 13 at 5:00pm. No outside research is expected. Further explanation of the final will be provided during week 15.

VIII. Grading Scale

A	= 93 – 100	C	= 73 – 75.9
A-	= 90 – 92.9	C-	= 70 – 72.9
B+	= 86 – 89.9	D+	= 66 – 69.9
B	= 83– 85.9	D	= 60 – 65.9
B-	= 80 – 82.9	F	= 0 – 59.9
C+	= 76 – 79.9		

Late Assignments: For each day an assignment handed is late, the grade for the paper will be lowered by 1/3 of a grade (e.g. from A to A-, from a B+ to a B). No late Finals, Reading Responses, or Class Participation will be allowed.

IX. Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

X. Academic Integrity

Do not plagiarize. Any detection of plagiarism will result in serious penalties. If you are tempted to plagiarize, please speak with me instead so we can find another option. Read and adhere to the Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500.

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XII. Inclusivity Statement

Students bring unique perspectives to class. This is rightly valued. Each student should feel comfortable bringing their personal views and experiences to the class. Each student should value the opinions of others and show respect to one another. Every effort should be made to use inclusive language and to show dignity and respect all participants.

Class Schedule

Week 1: Introductions & Outline

(8/29) Day 1: Course Outline & Goals. What is Political Science?

- 1) Course Syllabus (Handout)
- 2) Sample Reading Response (Canvas)
- 3) “The 3 I’s of Political Studies: Institutions, Interests, & Ideology.” (Canvas)
- 4) “Political Thinking: Becoming a Responsible Citizen” Ch. 1 of We the People, 9th ed. (Canvas) Read to “Politics & Power in America” Section.
- 5) The American Lie, Preface and pg. 1-16. Benjamin Ginsberg. (Canvas)

(8/31) Day 2: Explain Reading Responses, Describe Political Thinking & Theories in Political Science. Define Cynical Realism. Discuss Civic Literacy.

- 1) Finish “Political Thinking: Becoming a Responsible Citizen.” (Canvas)
- 2) Declaration of Independence. (Canvas)
- 3) *Federalist 51* (Canvas)
- 4) Chapter 1 “Judicial Authority” p. 3-7

Week 2: Controversies Over Who Ought to Interpret Law?

(9/5) Day 1: Where the Court Fits & How it Works

- 1) Alexander Hamilton, *Federalist* No. 78 (in textbook)
- 2) Brutus, “Untitled Essay Against Ratification”
- 3) Jeremy Waldron, “The Core of the Case Against Judicial Review”
- 4) Ryan Emenaker, “High Court not Final Say...” *Times-Standard*. 2012. (Canvas)
- 5) *Marbury v. Madison*
- 6) *Cooper v. Aaron*

(9/7) Day 2: Judicial Review & Judicial Supremacy

- 1) Chapter 2 “Theories of Interpretation,” p. 135-41
- 2) Antonin Scalia, “Originalism: The Lesser Evil”
- 3) *District of Columbia v. Heller* p. 150-158
- 4) “Proceduralism” p. 159-60
- 5) John Hart Ely, *Democracy and Distrust: A Theory of Judicial Review*
- 6) *Reynolds v. Sims*

Week 3: Controversies Over How to Interpret the Law

(9/12) Day 1: Originalism & Proceduralism

- 1) “Moral Reading of the Constitution” p. 183-4
- 2) Ronald Dworkin, *Freedom’s Law*
- 3) *Lochner v. New York* p. 197-200
- 4) “Pragmatism & Consequentialism” p. 208-9
- 5) Richard Posner, “Against Constitutional Theory”
- 6) *Lochner v. New York* p. 226-7
- 7) *District of Columbia v. Heller* p. 227-33

(9/14) Day 2: The Moral Reading & Pragmatism

- 1) Ch. 3: “Congressional Power & Its Limits” p. 241-50
- 2) Congressional Powers (Canvas)
- 3) *Hammer v. Dagenhart*
- 4) *Wickard v. Filburn*
- 5) *Heart of Atlanta Motel, Inc. v. United States*
- 6) *Katzenbach v. McClung*

- 7) George Annas, “Jumping Frogs Endangered Toads & ...” (Canvas)
- 8) *U.S. v. Morrison*

Week 4: Controversies over Congressional Power & Its Limits

(9/19) Day 1: The First Branch of Government

- 1) *South Dakota v. Dole*
- 2) *NFIB v. Sebelius* (Canvas; majority opinion only)
- 3) Rivkin & Foley, “Can Trump Cut off Funds for Sanctuary Cities? The Constitution Says Yes,” *LA Times*. Dec. 7, 2016. (Canvas)
- 4) Ilya Somin, “Why Trumps Executive Order on Sanctuary Cities is Unconstitutional,” *Washington Post*. Jan. 26, 2017. (Canvas)

(9/21) Day 2: Limits of Congressional Power

- 1) Chapter 4: “Presidential Authority & Its Limits” p. 407-13
- 2) James Madison, *Federalist*, No. 51
- 3) Alexander Hamilton, *Federalist* No. 70
- 4) *Myers v. United States*
- 5) *Youngstown Sheet & Tube Co. v. Sawyer*
- 6) *Morrison v. Olson*
- 7) *Clinton v. New York*

Week 5: Controversies over Executive Power & its Limits

(9/26) Day 1: A Clerk-in-Chief or an Elected Monarch

- 1) George Will, “Congress’s Unused War Powers,” *Wash. Post*. Nov. 4, 2007. (Canvas)
- 2) Rudalevige, “Here’s What You Need to Know About the Presidential Pardon,” *Washington Post*. July 24, 2017. (Canvas)
- 3) Nussbaum, “Can Trump Fire Mueller? Yep...” *Politico*. June 13, 2017.

(9/28) Day 2: Debating War Powers & the Imperial Presidency

- 1) Ch. 5: “Free Speech” p. 563-8.
- 2) John Stuart Mill, *On Liberty*
- 3) Alexander Meiklejohn, *Free Speech and Its Relation to Self- Government*
- 4) Gordon Brown “Speech on Terrorism”

Week 6: Free Speech Controversies

(10/3) Day 1: The Role of Free Speech in a Democracy

- 1) *Schenck v. United States*
- 2) *Whitney v. California*
- 3) *Dennis v. United States*
- 4) *New York Times Co. v. Sullivan*
- 5) *Brandenburg v. Ohio*
- 6) *New York Times Co. v. United States*
- 7) *Buckley v. Valeo*
- 8) *Texas v. Johnson*

Topics for Paper #1 (Assigned 10/3)

(10/5) Day 2: Political Speech.

- 1) Ch. 5: “Obscenity, Pornography, & Hate Speech” p. 659-61.
- 2) Catherine MacKinnon, “Pornography, Civil Rights and Speech”
- 3) Ronald A. Dworkin, “Women in Pornography”
- 4) *Miller v. California*

- 5) *National Socialist Party v. Skokie*
- 6) *Virginia v. Black*

Week 7: Hate Speech & Obscenity Controversies

(10/10) Day 1: Meetings for Paper #1

- 1) Greenfield, "Limits of Free Speech," *The Atlantic Monthly*. March 13, 2015. (Canvas)
- 2) Totenberg "High Court Struggles w/ Military Funerals Case" *NPR*, Oct. 06, 2010 (Canvas)
- 3) Editorial, "Hate Speech is Loathsome, but..." *LA Times*. August 17, 2017. (Canvas)

(10/12) Day 2: Debating the Limits of Free Speech

- 1) Chapter 6 "Religious Freedom" p. 749-756.
- 2) *Sherbert v. Verner*
- 3) *Wisconsin v. Yoder*
- 4) *Bob Jones University v. United States*
- 5) *Employment Division v. Smith*
- 6) *Church of Lukumi Babalu Aye v. City of Hialeah*

Paper #1 Due (10/13)

Week 8: The Religious Free Exercise

(10/17) Day 1: The Limits of Religious Freedom

- 1) Adam Liptak, "Justices to Hear Case on Religious Objections to Same-Sex Marriage," *The New York Times*. June 26, 2017. (Canvas)
- 2) *Hobby Lobby v. Burwell* (Canvas)
- 3) *Holt v. Hobbs* (Canvas)
- 4) Bader, "Christian Universities Increasingly Apply for Exemptions..." *Truthout*, April 2, 2016. (Canvas)

(10/19) Day 2: Debating Religious Exemptions to the Law

- 1) Ch. 6: "Establishment, Public Funding, & Prayer" p. 853-5.
- 1) John Locke, *A Letter Concerning Toleration*
- 2) *Town of Greece v. Galloway* (Canvas) (Majority: Kennedy p. 1-28; Dissent: Kagan p. 56-80)
- 3) *Lynch v. Donnelly*
- 4) *Lemon v. Kurtzman*

Week 9: The Establishment Clause

(10/24) Day 1: Controversies Over Church & State

- 1) Amy Howe, "Introduction: More Than Just a Playground Dispute," *Trinity Lutheran Church v. Comer* (Canvas)

(10/26) Day 2: Debating the Separation of Church & State

- 1) Chapter 7 "Substantive Due Process & Fundamental Rights" 951-5; "Right to Privacy" 999-1001.
- 2) Dworkin, *Freedom's Law*: "The Moral Reading of the Amer. Constitution" p. 1002-11.
- 3) John Hart Ely, "Wage of Crying Wolf" p. 1011-1019.
- 4) *Griswold v. Connecticut*
- 5) *Roe v. Wade*
- 6) *Bowers v. Hardwick*

- 7) *Planned Parenthood v. Casey*
- 8) Quinn, "For the Future of Anti-Abortion Laws...," *Governing*. Aug. 16, 2017. (Canvas)
- 9) *Lawrence v. Texas*

Week 10: The Controversial Right to Privacy

(10/31) Day 1: The Extent of Personal Freedoms

- 1) *U.S. v. Windsor* (Canvas)
- 2) *Obergefell v. Hodges* (Canvas)
- 3) *Cruzan v. Director, Missouri Dept. of Health*

(11/2) Day 2: Debating Privacy

- 1) Chapter 8: "Race & Equality" 1093-100.
- 2) Fredrick Douglass, "What to the Slave is the Fourth of July?"
- 3) Thurgood Marshall, "The Bicentennial Speech"
- 4) *The Civil Rights Cases*
- 5) *Dred Scott v. Sanford*
- 6) *Plessy v. Ferguson*

Topics for Paper #2 (Assigned 11/3)

Week 11: Equality & Race

(11/7) Day 1: Slavery, Jim Crow & Racial Inequity

- 1) *Brown v. Board of Education (I)*

(11/9) Day 2: Meeting for Paper 2

- 1) *Grutter v. Bollinger*
- 2) *Gratz v. Bollinger*
- 3) Amy Gutmann, "Responding to Racial Injustice"
- 4) Ira Katzenelson When Affirmative Action Was White (Canvas)
- 5) Yee, "Affirmative Action Policies Evolve, Achieving Their Own Diversity," *New York Times*. Aug. 5. 2017. (Canvas)

Week 12: Equality & Race & Voting Discrimination

(11/14) Day 1: Debating Race & Equality

- 1) Chapter 8 "Voting Discrimination" p. 1207-1209
- 2) John Hart Ely, "Democracy & Distrust"
- 3) Issacharoff, "Gerrymandering & Political Cartels"
- 4) *Baker v. Carr*
- 5) *Reynolds v. Simms*
- 6) *Shelby County v. Holder* (Canvas)
- 7) Amy Howe "The Justices Tackle Partisan Gerrymandering Again" *SCOTUSBlog*. Aug. 7, 2017. (Canvas)
- 8) Emenaker, "Preclearance May Be a Blunt Instrument, but..." *SCOTUSBlog*. Feb 13, 2013. (Canvas).

Paper #2 (Due 11/14)

(11/16) Day 2: Voting Discrimination

- 1) Chapter 9: "Gender, Sexual Orientation, and Equality" p. 1247-51.
- 1) Susan Okin, "On the Distinction Between Sex and Gender"
- 2) *Reed v. Reed*
- 3) *Frontiero v. Richardson*
- 4) *United States v. Virginia*
- 5) Jennifer Ludden, "Despite New Law Gender Salary Gap Persist," *NPR*. April 19, 2010. (Canvas)

Week 13: Equality & Gender

(11/21) Day 1: Equality & Gender

(11/23) Day 2: No Class

- 1) Chapter 9: "Sexual Orientation" p. 1294
- 2) Koppelman, "Why Discrimination Against Lesbians & Gay is Sex Discrimination"
- 3) *Bowers v. Hardwick*
- 4) *Romer v. Evans*
- 5) *Lawrence v. Texas*
- 6) Stern, "Texas Messes with Marriage Equality," *Slate*. June 30, 2017. (Canvas)

Week 14: Sexual Orientation

(11/28) Day 1: Sexual Orientation & Equality

- 1) Charlie Savage, "5 Transgender Service Members Sue Trump Over Military Ban," *NY Times*. Aug. 9, 2017. (Canvas)
- 2) Bump, "Trump's Argument Against Transgendered Soldiers Echoes," July 26, 2017.

(11/30) Day 2: Transgender & Equality

Week 15: Course Recap

(12/5) Day 1: Final Assigned

(12/7) Day 2: **Course Review**

Dec 11-15 FINALS WEEK

Course Outline, Readings and Due Dates Subject to Change at Instructors Discretion