

## Syllabus POLITICAL CONTROVERSIES

### Course Information

Fall 2019
POLSC 1- E7366
Instructor: Ryan Emenaker
Meeting Times: M/W 10:05-11:30
Meeting Location: HU 115
3 Units

### Instructor Contact Information

Office location: HU 108F
Office hours: M-Th 12:00-1:00
Phone number: 476-4306
Email address: ryan-emenaker@redwoods.edu

### Required Materials

Textbook Title, Author, ISBN: <b>On Main Syllabus</b>
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### Catalog 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.
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### Course Student Learning Outcomes

Upon successful completion of this course students will be able to: <ol style="list-style-type: none"><li>1. Identify and critique major contemporary political issues in American politics.</li><li>2. Describe the role of US political institutions in contemporary political problems.</li><li>3. Analyze how responses to political issues differ from the local, state, to national level.</li><li>4. Construct policy solutions to political problems.</li></ol>
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### Evaluation & Grading Policy

<b>On Main Syllabus</b>
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### Special accommodations statement

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 accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor

## Academic dishonesty

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. 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 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, the student 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. 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](#).

## Emergency procedures / 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](mailto:security@redwoods.edu) if you have any questions.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

# POLSC 1: Political Controversies

## Fall 2019 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](mailto:ryan-emenaker@redwoods.edu) -- 707-476-4306

**Meeting Times/Locations:** M/W 10:05-11:30 (E7366) 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!!!* Must have first R.R. done by end of third week.

### 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. I will provide a sample essay and a writing checklist.

### 4) Final [200 points]

A Take-home final exam will be distributed on Thursday, December 12 **and due on Wednesday, December 18 at 5:00pm.** No outside research is expected. Further explanation of the final will be provided during week 15.

***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.

## 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		

## Class Schedule

### Week 1: Introductions & Outline

(8/27) 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*, 9<sup>th</sup> ed. (Canvas) Read to “Politics & Power in America” Section.
- 5) Declaration of Independence. (Canvas)
- 6) *Federalist 51* (Canvas)

(8/29) Day 2: NO CLASS

### Week 2: Controversies over *Who Ought to Interpret Law?*

(9/3) Day 1: Explain Reading Responses, Describe Political Thinking & Theories in Political Science. Discuss Civic Literacy. Explore the *Declaration & Federalist Papers*.

- 1) Chapter 1 “Judicial Authority,” [CL&AD] p. 3-7
- 2) Alexander Hamilton, *Federalist* No. 78 [CL&AD] p. 22-6
- 3) Brutus, “Untitled Essay Against Ratification,” [CL&AD] p. 27-34
- 4) Jeremy Waldron, “The Core of the Case Against Judicial Review,” [CL&AD] p. 95-100
- 5) Ryan Emenaker, “High Court not Final Say...” *Times-Standard*. 2012. (Canvas)
- 6) *Marbury v. Madison* [CL&AD] p. 40-8
- 7) *Cooper v. Aaron* [CL&AD] p. 100-5

(9/5) Day 2: Judicial Review & Judicial Supremacy

- 1) Chapter 2 “Theories of Interpretation,” [CL&AD] p. 135-41
- 2) “Originalism,” [CL&AD] p. 139-41.
- 3) Antonin Scalia, “Originalism: The Lesser Evil,” [CL&AD] p. 141-9
- 4) *District of Columbia v. Heller* [CL&AD] p. 150-158
- 5) “Proceduralism” [CL&AD] p. 159-60
- 6) John Hart Ely, *Democracy and Distrust: A Theory of Judicial Review* [CL&AD] focus on p. 176-7. Starting with section labeled “Democracy & Distrust.”
- 7) *Reynolds v. Sims* [CL&AD] p. 179-83.

### Week 3: Controversies over *How to Interpret the Law. Must have first R.R. done by end of week.*

(9/10) Day 1: Originalism & Proceduralism

- 1) “Moral Reading of the Constitution,” [CL&AD] p. 183-4
- 2) Ronald Dworkin, *Freedom’s Law* [CL&AD] p. 185-92.
- 3) *Lochner v. New York* [CL&AD] p. 197-200
- 4) “Pragmatism & Consequentialism” [CL&AD] p. 208-9
- 5) Richard Posner, “Against Constitutional Theory,” [CL&AD] p. 209-13.
- 6) *Lochner v. New York* [CL&AD] p. 226-7
- 7) *District of Columbia v. Heller* [CL&AD] p. 227-33

(9/12) Day 2: The Moral Reading & Pragmatism

- 1) Ch. 3: “Congressional Power & Its Limits” [CL&AD] p. 241-50
- 2) Congressional Powers (Canvas)
- 3) *Hammer v. Dagenhart* [CL&AD] p. 311-20
- 4) *Wickard v. Filburn* [CL&AD] p. 330-4
- 5) *Heart of Atlanta Motel, Inc. v. United States* [CL&AD] p. 334-44
- 6) *Katzenbach v. McClung* [CL&AD] p. 344-7
- 7) George Annas, “Jumping Frogs Endangered Toads & ...” (Canvas)
- 8) *U.S. v. Morrison* [CL&AD] p. 386-94.
- 9) Audio: [Elizabeth Joh and Roman Mars, Episode 9: “The Commerce Clause,” \*What Trump Can Teach Us About Con. Law.\* Aug., 17, 2017.](#)

## **Week 4: Controversies over Congressional Power & Its Limits**

(9/17) Day 1: The First Branch of Government

- 1) *South Dakota v. Dole* [CL&AD]
- 2) *NFIB v. Sebelius* (Canvas; majority opinion only)

(9/19) Day 2: Limits of Congressional Power

- 1) Chapter 4: "Presidential Authority & Its Limits," [CL&AD] p. 407-13
- 2) James Madison, *Federalist*, No. 51 [CL&AD]
- 3) Alexander Hamilton, *Federalist*, No. 70 [CL&AD]
- 4) *Myers v. United States* [CL&AD]
- 5) *Youngstown Sheet & Tube Co. v. Sawyer* [CL&AD]

## **Week 5: Controversies over Executive Power & its Limits**

(9/24) Day 1: A Clerk-in-Chief or an Elected Monarch

- 1) George Will, "Congress's Unused War Powers," *Wash. Post*. Nov. 4, 2007. (Canvas)
- 3) Nussbaum, "Can Trump Fire Mueller? Yep..." *Politico*. June 13, 2017.
- 3) *Morrison v. Olson* [CL&AD]
- 4) *Clinton v. New York* [CL&AD]
- 5) *United States v. Nixon* [CL&AD] p. 545-50

(9/26) Day 2: NO CLASS

- 1) Rudalevige, "Here's What You Need to Know About the Presidential Pardon," *Washington Post*. July 24, 2017. (Canvas)
- 2) Rivkin & Foley, "Can Trump Cut off Funds for Sanctuary Cities? The Constitution Says Yes," *LA Times*. Dec. 7, 2016. (Canvas)
- 3) Ilya Somin, "Why Trumps Executive Order on Sanctuary Cities is Unconstitutional," *Washington Post*. Jan. 26, 2017. (Canvas)
- 4) Audio: [Elizabeth Joh and Roman Mars, Episode 14: "Prosecuting a President," \*What Trump Can Teach Us About Con. Law\*. Dec. 14, 2017.](#)
- 5) Audio: [Elizabeth Joh and Roman Mars, Episode 5: "Presidential Immunity," \*What Trump Can Teach Us About Con. Law\*. July 13, 2017.](#)

## **Week 6: Controversies over Executive Power & its Limits**

(10/1) Day 1: Debating War Powers & the Imperial Presidency

- 1) TBD
- 2) TBD
- 3) TBD

(10/3) Day 1: Finishing Executive Power, Governmental Powers & Preparing for First Paper.

- 1) Ch. 5: "Free Speech" [CL&AD] p. 563-8
- 2) John Stuart Mill, *On Liberty* [CL&AD] p. 569-76
- 3) Alexander Meiklejohn, *Free Speech and Its Relation to Self- Government* [CL&AD] p. 576-86
- 4) Gordon Brown "Speech on Terrorism," [CL&AD] p. 593-4
- 5) [Jacinda Ardern, "How to Stop the Next...Massacre," \*NY Times\*, May 11, 2019.](#) (Canvas).

### **Topics for Paper #1 (Assigned 10/3)**

## **Week 7: Free Speech Controversies**

(10/8) Day 1: The Role of Free Speech in a Democracy

- 1) *Schenck v. United States* [CL&AD] p. 594-6
- 2) *Abrams v. United States* [CL&AD] p. 596-602
- 3) *Whitney v. California* [CL&AD] p. 602-9
- 4) *New York Times Co. v. Sullivan* [CL&AD] p. 615-21



- 5) *Brandenburg v. Ohio* [CL&AD] p. 622-4
- 6) *New York Times Co. v. United States* [CL&AD] p. 615-21
- 7) *Texas v. Johnson* [CL&AD] p. 637-49
- 8) *Citizens United v. FEC* [CL&AD] p. 649-56
- 9) Audio: [Ken White, "Fire in a Crowded Theater," Make No Law Podcast, June 28, 2018.](#)
- 10) Audio: [Nina Totenberg "Supreme Court Rips Up Campaign Finance Laws," NPR, January 21, 2010.](#)
- 11) [CSPAN Clip of Supreme Court Landmark Case \*Brandenburg v. Ohio\*, April 16, 2018.](#)  
No need to watch the full 90mins, but at least make it through the first 15mins, it helps summarize much of the week's readings.

(10/10) Day 2: Political Speech.

- 1) Ch. 5: "Obscenity, Pornography, & Hate Speech" [CL&AD] p. 659-61
- 2) Catherine MacKinnon, "Pornography, Civil Rights and Speech," [CL&AD] p. 661-70
- 3) Ronald A. Dworkin, "Women in Pornography," [CL&AD] p. 670-5
- 4) *Miller v. California* [CL&AD] p. 689-98
- 5) *National Socialist Party v. Skokie* [CL&AD] p. 698-9
- 6) *Virginia v. Black* [CL&AD] p. 734-40
- 7) Video: [Zoeann Murphy, "State of Emergency Declared After White Nationalist Gathering in Charlottesville," The Washington Post, Aug. 14, 2017.](#)
- 8) Audio: ["One Man's Case for Regulating Hate Speech," NPR, June 3, 2012.](#)

## Week 8: Hate Speech & Obscenity Controversies

(10/15) Day 1: Meetings for Paper #1

- 1) Greenfield, "Limits of Free Speech," *The Atlantic Monthly*. March 13, 2015. (Canvas)
- 2) Totenberg "Court Struggles w/ Military Funerals Case" *NPR*, Oct. 06, 2010 (Canvas)
- 3) Editorial, "Hate Speech is Loathsome, but..." *LA Times*. August 17, 2017. (Canvas)
- 4) Barrett, "When is Speech Violence?" *The New York Times*, July 14, 2017. (Canvas)
- 5) Chemerinsky, "Free Speech-Hate Speech Trade-Off," *NY Times*, Sep. 13, 2017. (Canvas)
- 6) [Armijo, "Falsehoods, Sandy Hook & Suing Alex Jones," The Conversation, June 1, 2018.](#) (Canvas)
- 7) Evens, "Will Germany's New Law Kill Free Speech?" *BBC News*, Sept. 18, 2017 (Canvas)
- 8) Katie Mettler, "Why Free Speech Makes it Difficult to Prosecute White Supremacy in America," *Washington Post*, August 8, 2019.

(10/17) Day 2: Debating the Limits of Free Speech

- 1) Chapter 6 "Religious Freedom," [CL&AD] p. 749-56
- 2) *Sherbert v. Verner* [CL&AD] p. 797-802
- 3) *Wisconsin v. Yoder* [CL&AD] p. 802-9
- 4) *Bob Jones University v. United States* [CL&AD] p. 812-7
- 5) *Employment Division v. Smith* [CL&AD] p. 823-35
- 6) [Audio: Heightened Scrutiny: A Podcast About..., Episode 7: \*Employment Division v. Smith\*, May 5, 2017.](#)

**Paper #1 Due (10/13) 5pm**

## Week 9: The Religious Free Exercise

(10/22) 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)
- 5) Audio: [Nina Totenberg, “A Supreme Court Clash Between Artistry And The Rights Of Gay Couples,” NPR. Dec. 4, 2017.](#)

(10/24) Day 2: Debating Religious Exemptions to the Law

- 1) Ch. 6: “Establishment, Public Funding, & Prayer,” *[CL&AD]* p. 853-5
- 2) John Locke, *A Letter Concerning Toleration [CL&AD]* p. 756-65
- 3) *Lemon v. Kurtzman [CL&AD]* p. 892-6
- 4) *Lynch v. Donnelly [CL&AD]* p. 899-907
- 5) *County of Allegheny v. ACLU [CL&AD]* p. 907-15
- 5) *Church of Lukumi Babalu Aye v. City of Hialeah [CL&AD]* p. 835-42

**Week 10: The Establishment Clause**

(10/29) Day 1: Controversies Over Church & State

- 1) Amy Howe, “Introduction: More Than Just a Playground Dispute,” *Trinity Lutheran Church v. Comer* (Canvas)
- 2) Richardson, “Playground Spat Looms as Key Church -State Separation Case,” *The Washington Times*. Jan 20<sup>th</sup>, 2016. (Canvas)
- 3) Lia Eustachewich, “Alaska Officials Walk Out of Session After Speaker Declares ‘Hail Satan,’” *NY Post*, August 7, 2019.
- 3) Video: [“2 Judges Rule Against Trump’s Latest Travel Ban,” The New York Times. March 15, 2017.](#) (Canvas)
- 4) Audio: [SCOTUSTalk: Justices confront constitutional “hot mess” in Peace Cross case](#)  
Note that this case is reflective of the Establishment Clause debates in cases like *Lynch v. Donnelly County of Allegheny v. ACLU*.

(10/31) Day 2: Debating the Separation of Church & State

- 1) Chapter 7 “Substantive Due Process & Fundamental Rights,” *[CL&AD]* 951-5; “Right to Privacy,” *[CL&AD]* 999-1001
- 2) Dworkin, *Freedom’s Law: “Moral Reading of the Amer. Constitution,” [CL&AD]* p. 1002-11
- 3) John Hart Ely, “Wages of Crying Wolf,” *[CL&AD]* p. 1011-1019
- 4) *Griswold v. Connecticut [CL&AD]* p. 1021-9
- 5) *Roe v. Wade [CL&AD]* p. 1029-38
- 7) *Planned Parenthood v. Casey [CL&AD]* p. 1054-61
- 8) Quinn, “For the Future of Anti-Abortion Laws...,” *Governing*. Aug. 16, 2017. (Canvas)
- 9) Amy Howe “Abortion could return to the Supreme Court: In Plain English,” SCOTUSBlog. (Canvas).
- 10) Audio: [“Abortion, Precedent and the Supreme Court,” SCOTUSTalk](#)

**Week 11: The Controversial Right to Privacy**

(11/5) Day 1: The Extent of Personal Freedoms

- 1) *Bowers v. Hardwick [CL&AD]* p. 1043-7
- 2) *Lawrence v. Texas [CL&AD]* p. 1061-9

(11/7) Day 2: Debating Privacy

- 1) Chapter 8: “Race & Equality,” *[CL&AD]* 1093-100
- 2) Fredrick Douglass, “What to the Slave is the Fourth of July?” *[CL&AD]* p. 1102-5
- 3) Thurgood Marshall, “The Bicentennial Speech,” *[CL&AD]* p. 1110-1
- 4) *Dred Scott v. Sanford [CL&AD]* p. 1115-27
- 5) *The Civil Rights Cases [CL&AD]* p. 1128-32
- 6) *Plessy v. Ferguson [CL&AD]* p. 1134-43
- 7) *Brown v. Board of Education (I) [CL&AD]* p. 1143- 47

**Topics for Paper #2 (Assigned 11/7)**



## Week 12: Equality & Race

(11/12) Day 1: NO CLASS

(11/14) Day 2: Slavery, Jim Crow & Racial Inequity

- 1) *Regents of University of California v. Bakke* [CL&AD] p. 1168-74
- 2) *Grutter v. Bollinger* [CL&AD] p. 1185-9
- 3) *Gratz v. Bollinger* [CL&AD] p. 1189-93
- 4) Amy Gutmann, "Responding to Racial Injustice," [CL&AD] p. 1166-7
- 5) Ira Katzenelson, "When Affirmative Action Was White" (Canvas)
- 6) Yee, "Affirmative Action Policies Evolve, Achieving Their Own Diversity," *New York Times*. Aug. 5. 2017. (Canvas)
- 7) Chapter 8b "Affirmative Action" [CL&AD] p. 1159-60.
- 8) Ifill, "Racial Justice Demands Affirmative Action," *The New York Times*, Aug. 2, 2017. (Canvas)
- 9) Video: [Barbara Marcolini & Chris Cirillo "The History of Affirmative Action," \*The New York Times\*, Aug. 3, 2017.](#)
- 10) Video: [Axel Gerdau, "Affirmative Action's Contentious History," \*The New York Times\*, June 24, 2013.](#)

**Paper #2 (Due 11/15) 5pm**

## Week 13: Equality & Race

(11/19) Day 1: Debating Race & Equality

- 1) Chapter 9: "Gender, Sexual Orientation, and Equality," [CL&AD] p. 1247-51
- 2) Susan Okin, "On the Distinction Between Sex and Gender," [CL&AD] p. 1251-5
- 3) Phillis Shaffley, *The Power of the Positive Women*, p. 1255-8
- 4) *Reed v. Reed* [CL&AD] p. 1264-5
- 5) *Frontiero v. Richardson* [CL&AD] p. 1265-9
- 6) *United States v. Virginia* [CL&AD] p. 1287-93
- 7) Jennifer Ludden, "Despite New Law Gender Salary Gap Persist," *NPR*. April 19, 2010. (Canvas)
- 8) Audio: ["Because of Sex," SCOTUSTalk](#)

(11/21) Day 2: Equality & Gender

- 1) Chapter 9: "Sexual Orientation," [CL&AD] p. 1294
- 2) Koppelman, "Why Discrimination Against Lesbians & Gay is Sex Discrimination," [CL&AD] p. 1295-7
- 3) *Bowers v. Hardwick* [CL&AD] p. 1302-5
- 4) *Romer v. Evans* [CL&AD] p. 1305-9
- 5) *Lawrence v. Texas* [CL&AD] p. 1310-3
- 6) *U.S. v. Windsor* (Canvas)
- 7) *Obergefell v. Hodges* (Canvas)
- 8) Stern, "Texas Messes with Marriage Equality," *Slate*. June 30, 2017. (Canvas)
- 9) Amy Howe, "Court to take up LGBT Rights in the Workplace," *SCOTUSblog*, April 22, 2019. (Canvas)

**Week 14: Sexual Orientation**

(12/3) 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.
- 3) Joshua Matz, "Two Reasons Why Title VII Bans Transgender Discrimination," *Take Care Blog*, July 9, 2019. (Canvas)

(12/5) Day 2: Transgender & Equality

**Week 15: Course Recap**

(12/10) Day 1: Final Assigned

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

**Dec 14-20 FINALS WEEK**

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