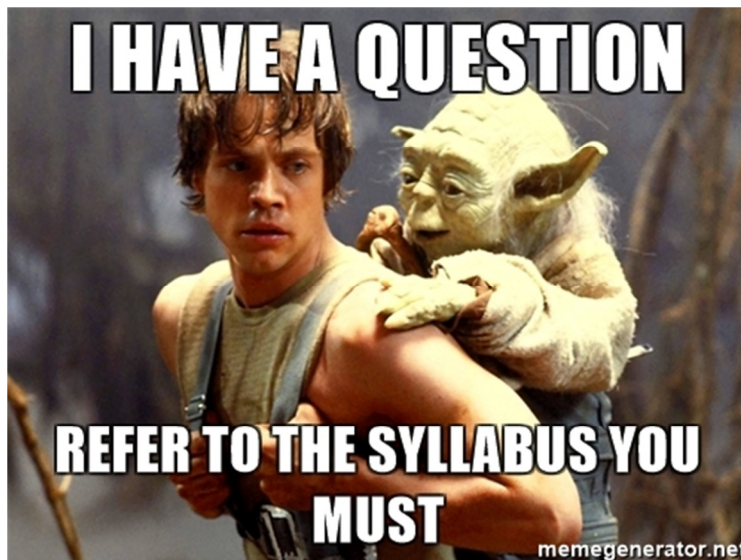


POLS& 202: American Government

Bellevue College, Fall 2017 (Item 5358)

Course Details

Class Sessions: M/T/W/TH/F | 10:30 – 11:20pm | L220
Instructor: Clifford Cawthon, MA
E-mail: clifford.cawthon@bellevuecollege.edu
Phone:
Office Location: A200F
Office Hours: M/W. 9:30am-10:00am/ 12:15pm-12:45pm. I will also be available by Appointment



Course Description

This course is designed to familiarize students with the study, institutions, norms and practices of American politics.

Students will gain an understanding of the structure of American government. In addition, students will develop the ability to identify and analyze the most significant problems confronting American politics.

Specific topics include: race and the Constitution, civil rights, and civil liberties; gender and elections, political parties, and Congress; class and the Presidency and trade policy; and sexuality, civil liberties and the courts.

Course Learning Outcomes

After completing this class, students should be able to:

1. Evaluate the basic nature of Constitutional government in America.
2. Understand concepts such as separation of power and checks and balances as outlined in the U.S. Constitution.
3. Recall and define problems of individual and property rights, representation and responsible leadership.
4. Identify roles of the Executive, the Congress, and the Judiciary.
5. Have an understanding of the public policy making process in the U.S.
6. Have the skills and knowledge necessary for analyzing American politics according to the ideals of American democracy.
7. Have the ability to understand how race, class, gender and other identities effect contemporary political culture and their historical relationship to American government and politics.
8. Gain a basic level of understanding of how to engage in civic and political affairs.

Books and Required Materials

The textbook for the course is 2015's [*We The People. The Tenth Essentials Edition by Ginsberg et al.*](#) The book is available in the campus bookstore and you can purchase it used online as well. I will make the first week's textbook readings available as a PDF file on Canvas but you need a copy of the textbook by the second week of class. We will be reading extensive supplemental materials, which will be available on our Canvas website or in-class. **Each assigned reading is to be completed before the class session for which it is scheduled. Moreover, you will be required to print out each of these readings and make a binder for yourself.**

I can understand that printing can be expensive and that you have a printing quota each quarter based upon technology fees. This quota is not likely to be sufficient for you to print all the materials and assignments for every course. I suggest that you visit any of the libraries within the [King County library system](#), which provides library users with 75 'units' of free printing per week. Also, strategically time when you print certain passages.

Suggested materials

In addition to the required materials, I have also listed suggested reading materials that are not mandatory to read but, will may add context and/ or content to your experience during the lesson. All of the suggested materials are admissible for any exam or project.

Other materials

These materials are easily obtainable and usually free by going to your local Board of Elections office or printing them out [here](#). Also, for information on who represents you in the State Legislature and Congress are located [here](#). For county and local representatives, please speak with me and I'll refer you to the proper resources.

Course Goals (broader, long-range intended objectives)

Cognitive objectives:

- Develop a basic understanding of the scientific study of politics as the study of social conflicts and resolutions;
- Understand the role, power, and functions of government. This includes developing an ability to identify the role of elite control of American Government;
- Understand the role and power of citizens (individually and in collective action) in the political environment.

Affective Objectives:

- Understand the effects of political ignorance and understand and care deeply about political knowledge;
- Understand how power and various “social forces” work in the political process;
- Care about systems of domination and understand the nature of resistance in the U.S. political system.

Behavioral Objectives:

- Be able to identify weak arguments and respond with informed knowledge and critical analysis;
- Be able to reflect upon political socialization in order to communicate and act based upon informed knowledge and critical analysis;
- Be able to efficiently find strong sources of information in an oversaturated information environment;
- Be able to act effectively in the world based upon political knowledge.

Grading

Course Assessments	Percentage
U.S. Government and Politics Quizzes (3)	20%
Voting and Participation Assignments (6)	10%
Classroom Reflection Exercises	10%
Midterm (take home essay)	20%
Final Exam (multiple choice/true-false)	20%
Final Essay & Portfolio (outline, draft, peer reviews)	20%
Total	100%

Letter Grade	Percentage
A	92 - 100%
A-	90 - <92%
B+	88 - <90%
B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%

C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

U.S. Government and Politics Quizzes (4):

20% of grade

This course has twelve “modules” in two parts, each dealing with a different aspect of structure of the U.S. government or the American political process. Every three weeks a short in-class quiz that will be given to assess your structural knowledge of the U.S. government. These quizzes will be based upon the readings and lecture material.

Voting and Political Participation Activities:

10% of grade

This portion of the class will allow students not to just learn about politics but to do politics. One assignment from each section must be done by the end of the quarter to receive full credit for this portion of the class:

Section 1

1) Register to vote, and then register three others to vote. Bring in a receipt from the King County Board of Elections office to verify that you’ve done this.

2) *If you cannot register to vote or you’re already registered to vote*, register three others to vote. Bring in a receipt from the King County Board of Elections office.

3) Register two people who speak English as a second language and bring in a receipt from the King County Board of Elections office.

Section 2

4) Write an op-ed about an issue (local, county, state and/ or Federal) and submit it to a local newspaper

5) Visit your local/ county councilmember or state representative and make a post on facebook (or another social media platform) about what you discussed and why it is important and bring it in for my review.

6) Attend a protest and then discuss what the protest was about, why you attended the protest and what you want to see happen as a result of the protest with myself. *****One extra point will be awarded if you make a presentation to the class about this task, but you must notify me of your intent to do this at least 24 hours ahead of time.*****

Classroom Reflection Exercises

10% of grade

During the course you will be required to create a journal, which may be in written format (i.e. a notebook) or a vlog format shared with me on Canvass. These entries should focus on the assigned reading that precedes your next class. Your journal entries must relate to the subject but, *it may also contain questions about the material you would like answered in the next class*. These exercises are designed to show that you are reading the assigned course materials and engaging with them. It also serves as a way for you to track your own progress in the course. I will ask for these journals on a quarterly basis.

Midterm Exam:

20% of grade

During week 6 of the quarter there will be a take-home midterm. The test will cover the content from the first half of the class and will be an essay-based assessment. In contrast to the quizzes (which will assess your knowledge of governmental structures), the midterm will assess your conceptual understanding of the course material.

Final Exam:

20% of grade

During finals week there will be a final exam in class. The exam will cover the content from the second half of the class and will be made up of multiple choice, true-false questions, and there will be a small written essay. This final examination will test your grasp of both the structural and conceptual features of American government.

Final Paper and Portfolio:

20% of grade

The final assignment of the class is a 1500-word essay on a topic of your choosing. In this class you will continue to develop your skills of planning, outlining, and drafting a long-form piece of writing. You will create a portfolio that includes an outline, draft, peer reviews, and the final essay.

Community Expectations

This is a college course so we're all adults here, or emerging adults. Therefore, in order to be able to deliver the desired outcomes that we all are here to see, both you, the student, and I, your professor, have a role in your learning process.

As a member of our learning community, you have a responsibility to your own education here and I have a responsibility to support your education as fairly and thoroughly as I can, as your professor. I expect you to complete assignments in a timely manner, read each assigned supplemental work to prepare for the day's course, and log onto the course website to confirm that you're ready for the work day.

Taking responsibility for your education also requires you to reach out when you need assistance. My *office hours* are specified above, however, I will do my best to accommodate your schedule and make myself available for questions. *There are no "dumb" questions in this course.* If you are confused about something, please ask, or take the time to find the answer by either: a) flexing your research muscles; b) forming a study group for long-term support; c) email me or post a question to the "Ask the Professor" discussion board.

I understand introversion but, I am not Professor Charles Xavier, I am Professor Clifford Cawthon. I cannot read your minds.

Community Agreements

This is never a pleasant section to discuss but, as a public institution, Bellevue College has a [Code of Conduct and Regulations](#) that, as a student, you are bound to follow.

In this particular class, there are a few community agreements (a.k.a. rules) that will be central to all of us making sure you are successful, so we can all be successful:

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that

respect to the other. This means that this classroom is a ***no shame zone. You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***

2. Disagree but, don't be disagreeable: If someone makes a point that you disagree with or find downright distasteful, don't make it personal. Just disagree and move on- or come up with a good argument.

3. Integrity: Take responsibility for what you have done.

4. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.

5. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for them to speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.

6. Everyone is everyone: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Racism or any other oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).

Late work and Classroom Policies

Late work: Assignments are due on the date listed in the course schedule and the quizzes/tests will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100.

You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, email me at clifford.cawthon@bellevuecollege.edu or please schedule a time to meet with me or come to my office hours.

English Second (or more) Language Students: If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

Electronics Policy: At the beginning of class please turn your phone on silent and put it away. Unless I state otherwise, phones are not allowed in class. Laptops are allowed for note-taking only. Students who use their laptops for notes must submit their notes to me electronically following each and every class period. This is so that I know that you are using your laptop for note-taking only.

If at any point you feel that you need to use your device(s) for communications, please quietly get up and do so outside.

In order to respect the wishes of other, by default there is no recording of any audio or video allowed in the classroom. Nevertheless, if any of these policies prohibit you from being able to learn in the fullest possible way, please meet with me to work out an individualized solution.

Email and Canvas Inbox: Canvas provides many different places to communicate with me (replies to my feedback/grading, etc.), which can sometimes make communicating more challenging than it needs to be. The best ways to communicate with me are: in person during office hours (or by appointment); through my BC email; or the Canvas 'inbox'. I may check these locations at odd hours, such as at night or over the weekend. But please do not expect me to reply outside of regular business hours. Respect the dynamic that teaching this class is my workplace. On my end I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up.

Institutional Commitments and Policies

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

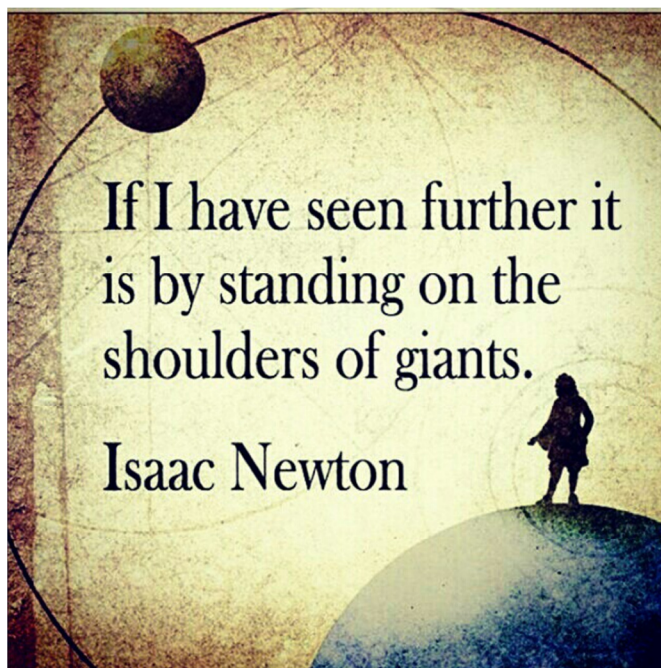
College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Academic Integrity

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

The Lesson: We stand on the Shoulders of Giants, We don't claim to be giants.



Important Resources/Services

Disability Resource Center – B132

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](#) for application information and other helpful links.

Multicultural Services – 2nd Floor of B building (above the bookstore)

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as

help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: bellevuecollege.edu/mcs/

Counseling Center – 2nd Floor of B building (above the bookstore)

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/

Course Calendar

Part 1. Government Structure and Relationships

Module 1. Introductions & What's government about anyway?

9.18. READ THE SYLLABUS & CLASSROOM DISCUSSION OF EXPECTATIONS & NEEDS

9.19. HOW TO DO RESEARCH & GET INFORMATION

9.20. CITIZENSHIP, INSTITUTIONS AND KNOW-HOW OF POLITICS

ASSIGNED READINGS:

TEXTBOOK: CHAPT. 1 PT. 1, PP. 2-11

9.21. IDENTITY, IDEAS AND THE FUTURE

ASSIGNED READINGS:

TEXTBOOK: CHAPT. 1 PT. 1, PP. 12-22

AMERICAN GOVT. IN BLACK AND WHITE: CHAPT. 1, PP. 2-25

9.22. PARTICIPATION- IT'S A THING, MANY THINGS, WHY IT MATTERS!

ASSIGNED READINGS:

TEXTBOOK: CHAPT. 3 PT. 1, THE CHART ON PP. 89

"IS VOTING FOR YOUNG PEOPLE": (CHAPT. 4 PP. 87-116)

THE IRONY OF DEMOCRACY: (CHAPT. 6 PP. 132-140)

STUDENT'S WILL PREPARE QUESTIONS ON THE MATERIAL FOR THE CLASS.

Module 2 – Are “All Men Are Created Equal”? Foundations, Federalism and the Constitution

9.25. Steps towards Federation

Watch the Youtube clip from Howard Zinn's "People's Voices of the United States" with Danny Glover

Assigned Readings:

Textbook: Chapt. 1 Pt. 1 pp. 28-38

9.26. Constitutional Designs and Intentions

Assigned Readings:

Textbook: Chapt. 2 Pt. 1 41-60

American Government in Black and White: Chapt. 3, Pt. 1 pp. 55-75

Suggested Readings

U.S. Constitution

9.27. Federalism

Assigned Readings

Textbook: Chapt. 3 pt. 1 pp. 65-81

9.28. Finding the balance between federal, state and local power

Guest Speaker

Assigned Readings

Textbook: Chapt. 3 pt. 2 pp. 81-88

Module 3 – Your rights and “the system”

9.29. THE ORIGIN OF THE BILL OF RIGHTS AND BEGINNING THE DISCUSSION AROUND YOUR RIGHTS.

Assigned Readings

Textbook: Chapt. 4 pt. 1 pp. 94-100

10.2. The First Amendment

Guest Speaker from the National Lawyer's Guild (NLG) or Public Defenders Association (PDA)

Assigned Readings

TEXTBOOK: CHAPT. 4 PT. 1 PP. 101-109

10.3. THE SECOND AMENDMENT

IN-CLASS DOCUMENTARY SCREENING (**WARNING- THIS MAY CONTAIN SOME TRAUMATIC FOOTAGE DUE TO THE SUBJECT MATTER**) : “GUNNED DOWN: THE POLITICS AND POWER OF THE NRA” PBS FRONTLINE. 2015

ASSIGNED READINGS AND VIDEOS

TEXTBOOK: CHAPT. 4 SEC. 4 PP. 109-110

VIDEO: “THIS BLACK GUN CLUB IS ALL ABOUT OPEN CARRY”, AJ+. YOUTUBE. 2017

10.4. **SHORT QUIZ!!!** RIGHTS IN THE CRIMINAL [IN]JUSTICE SYSTEM

ASSIGNED READINGS AND VIDEOS

TEXTBOOK: CHAPT. 4 SEC. 5 PP. 111-116

10.5. THE FIGHT TO PROTECT OUR CIVIL RIGHTS *THROUGH* GOVERNMENT

GUEST CO-LECTURER, PROF. DAVID SPATARO

ASSIGNED READINGS

TEXTBOOK: CHAPT. 4 SEC. 6 PP. 116

TEXTBOOK: CHAPT 4. SEC 7 & 8. PP-118-137

Module 4 – Public Opinion, Elections, and Political Parties

10.6. INFORMING THE FORMATION OF PUBLIC OPINION

ASSIGNED READINGS

TEXTBOOK: CHAPT. 5. SEC. 1 & 3. PP-142-158

10.9. GOVERNMENT AND YOUR OPINION OF IT

ASSIGNED READINGS AND VIDEO

TEXTBOOK: CHAPT. 5 SECS. 3-7 PP. 158-169

10.10. THE MEDIA

ASSIGNED READINGS AND VIDEO

TEXTBOOK: CHAPT. 6

VIDEO: "THE PERSUADERS". PBS FRONTLINE. 2004

10.11. ELECTIONS!!!!

ASSIGNED READINGS

TEXTBOOK: CHAPT. 7 SECS 1,2,3.

SUGGESTED DOCUMENTARIES

"DIVIDED STATES OF AMERICA". PBS FRONTLINE, 2017

10.12. ELECTIONS (PART. 2)!!!

ASSIGNED READINGS AND VIDEO

TEXTBOOK: CHAPT. 7 SECS. 4,5,6.

SUGGESTED DOCUMENTARIES

"DREAMS OF OBAMA". PBS FRONTLINE, 2009

"TRUMP'S ROAD TO THE WHITE HOUSE": PBS FRONTLINE, 2016

Module 5. Interest Groups and Advocacy

10.13. Introduction to "Interest Groups"

A Guest Speaker from a local community organization or labor union will join us

***ONE OF THE TWO VOTING AND POLITICAL PARTICIPATION ACTIVITIES MUST BE DONE BY 5:00PM**

Assigned Readings

Textbook: Chapt. 8 secs. 1-3, pp. 244-256

MIDTERM REVIEW WEEK

Module 6 – MIDTERM ASSESSMENT AND Connecting the Dots

10.16. NO CLASS

10.17. QUESTIONS, CONCERNS, AND DISCUSSION BEFORE THE MIDTERM

10. 18. DOCUMENTARY DAY!

“STAY WOKE: THE BLACK LIVES MATTER MOVEMENT”

THE MIDTERM WILL BE ADMINISTERED. I WILL BE AVAILABLE DURING MY OFFICE HOURS
OR BY APPOINTMENT FOR ANY QUESTIONS

10. 19. PREPARING FOR THE NEXT STEPS

ASSIGNED READINGS

LETTERS FROM A BIRMINGHAM JAIL. KING JR., MARTIN LUTHER. 1963.

CARROLL, MORGAN. TAKE BACK YOUR GOVERNMENT. 2011. PP. 3-11

SUGGESTED READING

“THE ACTIVIST HANDBOOK” BY RANDY SHAW, 1996. PP.5-14 (AVAILABLE ON
CANVASS)

10. 20. MIDTERM WILL BE DUE AT THE END OF CLASS

Module 7 – Advocacy and Influence

10. 23. Ways to Gain Influence

Assigned Readings

Textbook: Chapt. 8, Sect. 4, pp. 256-263

10. 24. Political Participation and Political Influence

Assigned Readings

Textbook: Chapt 8, Sect. 5, pp. 265-267

Dye, Schubert, Ziegler. “The Irony of Democracy” Chapt. 7, pp. 168-178

***Special Assignment** As a replacement for your usual Classroom Reflection
Exercise, please visit www.pdc.wa.gov and lookup one elected official. Write a brief 2-3
paragraph analysis of whether or not you think their contributors influenced their voting
record, or policy stance.*

Module 8 – Congress and Lawmaking

10. 25. Congress [May] Represent You

Assigned Readings

Textbook: Chapt. 9. Sect. 1 & 2, pp. 275-290

10. 26. How a Bill Becomes a Law

Assigned Readings

Textbook: Chapt. 9. Sect. 3, pp. 291-295

10. 27. How does Congress Decide?

Assigned Readings

Textbook: Chapt. 9. Sect. 3, pp. 295- 305

“How Will Congress Cope With Trump” Cottle, Michelle. 2017. The Atlantic.

10. 30.U.S. Domestic Policy (Part 1)

Assigned Readings

Textbook: Chapt. 13. Sect. 1 & 3, pp. 402-412; 418-421

Module 9 – The Presidency

10. 31. **Short Quiz!!!** A brief dive into the history and office of the Presidency

Assigned Readings

Textbook: Chapt. 10. Sect. 1, pp. 315-323

11. 1. The Power of the Presidency

Assigned Readings

Textbook: Chapt. 10 Sect. 2, pp. 324-328

11. 2. The President at the intersections of race, gender, and class

Assigned Readings

Textbook: Chapt. 10, Sect. 3, pp. 328-336.

Coates, Ta-Nehisi. Fear of A Black President. 2012. The Atlantic

Agerholm, Harriet “What Is ‘Whitelash’ and why are experts saying that it led to Donald Trump’s Election”. 2016. The Independent.

11. 3. U.S. Foreign Policy (Part 2)

Assigned Readings

Textbook: Chapt. 14, Sect. 1 & 2, pp. 441-453

Module 10-- The Bureaucracy

11. 6. Introducing the Federal Bureaucracy

Assigned Readings

Textbook: Chapt. 11, Sect. 1 & 2, pp. 345-351

11. 7. The Force, Power and Culture of the Bureaucracy

Assigned Readings

Textbook: Chapt. 11, Sect 3 & 4, pp. 353-363.

SECOND VOTING AND PARTICIPATION ASSIGNMENT MUST BE FINISHED BY 5:00PM.

Module 11 – The Judiciary and the Federal Court System

11. 8. Criminal Vs. Civil Law

Assigned Readings

Textbook: Chapt. 12, Sect 1., pp. 370-374

11. 9. Court Structure and Power

Assigned Readings

Textbook: Chapt. 12, Sect 1-3, pp. 374-383

Suggested Readings

Textbook: Chapt. 12, Sect. 4, pp. 383-386

11. 10. Holiday!!!

Module 12 – Policing, and the Criminalization of Poverty

11. 13. **Double Feature!** What happens when a case reaches the SCOTUS? And Why?

Assigned Readings

Textbook: Chapt. 12, Sect. 5 & 6, pp. 386-397.

Justice isn't Blind

Assigned Reading

Alexander, Michelle. "The Lockdown". The New Jim Crow. 2011. pp. 59-96

11. 14. Policing, Homelessness and Poverty

****Guest Speaker****

Assigned Reading

"No Safe Place: The Criminalization of Poverty in U.S. Cities". 2014. National Law and Policy Center on Homelessness

11. 15. In-class documentary screening and discussion: "13th" Director, DuVernay, Ava.
2016

****Guest Speaker will follow***

Module 12 – Landmark The Supreme Court Decisions: Gay Rights & Marriage, Money in Politics, and it's Interpretations of the Law

11. 16. Gay Marriage & SCOTUS

Assigned Reading

Ball, Molly. "[How Gay Marriage Became a Constitutional Right](#)". 2015. The Atlantic

11. 17. Citizens United & SCOTUS

Assigned Reading

Weiner, Daniel. "[Citizens United Five Years Later](#)". 2015. Brennan Center for Justice

11. 20. Quiz day!

11. 21. Documentary Day!

11. 22. Connecting the Dots Between Movements, Public Opinion, and SCOTUS decisions.

11. 23-24. Holiday!!!!

MODULE 13- FINALS!!!

11. 27-30. Review

This will be a relatively free flowing period where no questions about the materials will be out of bounds. We will review a few of the modules everyday in their original order. Students are encouraged to bring their Classroom Reflections materials with them to class for reference.

11. 30. **FINAL ESSAY DUE**

FINAL EXAM-- DECEMBER 5-7 10:30AM | L220