POLS 101: American Government and Politics  
Department of Political Science  
Fall 2018  
MWF 9:00-9:50 am (Clark A 103)

Instructor: Dr. Mitchell Sellers (Mitchell.Sellers@colostate.edu)  
Office: Clark C326 Hall  
Office Hours: Mondays/Wednesday 10:00-11:30 am (or by appointment)  
Homepage: http://sites.temple.edu/msellers/  
Teaching Assistants: Hannah Gerardy (Hannah.Gerardy@colostate.edu)  
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Office: Clark B206  
Office Hours: Mondays 10:00-1:00 pm

• To help me keep track of email messages, please include POLS 101 in the subject line of any email message you send to me.

Course Description and Objectives
This class introduces you to the study of American Politics and Government at the national level. As a general education survey course, the class provides a broad understanding of the subject matter from both theoretical and empirical perspectives (the how and why, not just what, of government).

The underlying theme of this course will be how the logic of elections and institutional rules structure outcomes in American politics. We discuss how process matters, politics is conflict and compromise, and how politics is everywhere. The course starts by studying the foundations of American democracy, including the U.S. Constitution, federalism, and political culture. We will then begin an examination of the linkages between citizens and their government, including public opinion, participation, interest groups and political parties. We will examine how we choose our leaders and the institutions in which they serve, such as Congress, the Presidency, the bureaucracy and the Court. The electoral incentive will be prevalent throughout the semester, as we seek to understand why things are the way they are, not what they should be, or simply the basic facts. Our discussions will include some historical debates and current events. By the end of the course, students should be able to critically evaluate claims about the U.S. political system using empirical evidence.

The learning objectives are for students to:
• Understand the ways in which political institutions influence politics and political debates.  
• Consider why citizens do or do not engage with government, and how that influences the behavior of politicians.  
• Develop a solid foundation of how government operates and influences their lives.  
• Apply what you learn substantively to other areas of civic life.
**Required Text (copies are on reserve at Morgan Library)**

**Required Software: Echo 360 (Free)**
We will use the program Echo 360 to take attendance, quizzes and foster discussion throughout the semester. The program is free for students and accessed through Canvas. It allows students to use their computers or smart phones to answer questions and take attendance in class. Texting in answers is also possible. For alternative ways of participating, such as on paper, please speak with Dr. Sellers. There is no penalty if you do not have these electronics, but you will be asked to sit towards the front of the class, so that you can quickly hand in your answers on paper.

**Syllabus Quiz**
A quiz on the policies and procedures of this class should be taken in Canvas by Friday, August 24 by 11:59 pm. It is open book and open internet. Use whatever resources you can to get a 100.

**Class Participation/Attendance**
Students are expected to do the readings, attend class, and participate in class discussions. My lectures will be organized around the topics and readings found in the schedule outlined below. Lectures will include interactive discussion of the core themes of the readings. Students should read the assigned literature before class in order to participate and perform well on quiz questions. You are encouraged to raise your hand, ask questions, and clarify content at any point in class.

Participation is based on quizzes and class discussions. Each day you will receive a percentage score. Your overall participation score is the average of your daily scores. If you are going to miss class for a legitimate reason (university excused, family commitment, emergency), notify Dr. Sellers in advance and we can discuss whether or not participation points can be made up.

Note that missing classes and not reading will negatively influence your final grade. Participation accounts for 20% of your final grade. If you cannot attend class regularly, I suggest you switch to a different course section. This course is offered on TH and MWF. This class is offered regularly throughout the year.

**Short Essays**
Students will write four short essays. These essays are intended to have students synthesize the materials discussed throughout the week. They are critical reflections on the questions posed in the syllabus each week. Students may choose from any of the 12 opportunities to write their four short essays. Each short essay should be between 700-900 words (approximately two to three pages double-spaced, Times New Roman, 1 inch margins) and must include a References page (not part of the word count) if outside sources are utilized. Essays may be written in the first person, but otherwise all assignments should be written formally. A reference page is only required if you are drawing from or citing content not assigned in the syllabus.
In addition to being concise, well-organized, and well-edited, your essays should begin with a clear introductory statement of your argument, including supporting evidence, and most importantly, should answer the prompt.

**Essays must be submitted to Canvas by 11:59 pm MST on the due date.** All due dates are on Friday night. Any assignments submitted after midnight will be treated as late (submission is online and can be done early). Grades and comments will be returned via Canvas in the grades section. Essays not turned in by their due date will incur a grade reduction of 10% every day after the deadline (and will not be accepted if it is more than 2 days late). Each of the four short essays is worth five points, for a total of 20% of your final grade.

A more detailed explanation of what is expected from these essays and how to write a good paper is provided in the files section on Canvas. Note that Vericite evaluates all submissions for plagiarism. Be sure to cite any and all sources that you draw from. Any plagiarism will be given a 0 for the assignment, and will be submitted to the University for Disciplinary Review.

**Class Discussions/Debates**
The course will have a series of discussions/debates throughout the semester. All students are expected to participate in these discussions, where we will debate hot topics or other important issues related to American politics. Students are expected to read the assigned materials for the week, as well as bring in evidence from current events, scholarly articles or reputable news sources to support the arguments made in their paper and during the debate. Do not rely on talking points from CNN or Fox News, and wikipedia is not allowed.

This participation factors into your attendance/participation grade, which accounts for 20% of your overall grade.

**Midterm and Final Exam**
There are two exams – a Midterm and Final (not cumulative). You are responsible for the content of all classes, including issues raised in the spontaneous class discussions and in the assigned readings/videos. The exams will consist of in-class and online portions. The in-class portion tests content. The online portion is open-book and will ask about assigned videos.

The in-class portion of the Midterm will consist of 30 multiple choice (or true/false) questions and 10 matching questions. The online portion is worth 10% of your overall grade, the in-class portion of the Midterm is worth 15% of your overall grade. The online portion is due on Monday, October 8 by 11:59 pm (MST), the in-class portion of the Midterm will be held on Wednesday, October 10 during class.

The in-class portion of the Final Exam will consist of 30 multiple choice (or true/false) questions, 10 matching questions and 2 essays. The online portion is worth 10% of your overall grade, the in-class portion of the Midterm is worth 20% of your overall grade. The online portion is due on Wednesday, December 5 by 11:59 pm (MST), the in-class portion of the Final will be held on Thursday, December 13 from 4:10-6:10 pm.
Make-up Exams, Missed Classes and Late Papers
It is expected that students attend all classes and exams. As a matter of mutual courtesy, please let Dr. Sellers know when you are going to be late, when you are going to miss class, or if you need to leave early. Please try to do any of these as little as possible. If you must miss a class, please review the assigned reading, the lecture slides on Canvas, and request notes from your classmates prior to contacting me. Students may further supplement their notes by coming to my office during office hours to ask questions.

It is expected that no students will miss any exams or classes. No make-up exams or participation points will be possible unless due to university excused absences, which will require documentation and must be brought to Dr. Sellers’ attention prior to the class that you know that you will miss. An unexcused absence on an exam results in a grade of 0%. Essays not turned in by their due date will incur a grade reduction of 10% every day after the deadline (and will not be accepted if it is more than 2 days late). Since essays are submitted through Canvas, this applies to all students (even those with excused absences).

Extra Credit
Students may receive up to two points of extra credit toward their overall final grade by investigating an issue or policy area in American politics or by volunteering with the Straayer Center. That means if your final grade is an 88, the extra credit will bump your grade to a 90.

To receive credit for the mini-research project: We will discuss your interests and select a manageable project together. Speak with Dr. Sellers or a teaching assistant about expectations, how to collect data, and to arrange a deadline. Any project must be approved by Dr. Sellers. The last day to arrange an extra credit project is on Friday, November 9. To receive credit, students must present their findings, along with write a page summary of the discoveries and their initial reaction to the analysis. Projects should not take more than 4 hours.

To receive credit for volunteer work: you may volunteer with the Straayer Center for 4 hours at a special event on leadership or civic engagement. You will then write a ~1.5 page paper about your experience that is due within a week of volunteering. There are special events throughout the semester that are great opportunities to volunteer, but they might need assistance throughout the semester. The last day to volunteer is Friday, November 9.

Summary of Grading
5% Syllabus Quiz
20% Short Essays (4 worth 5% each)
20% Class Participation
10% Midterm- Videos Portion (Online)
15% Midterm (In-Class)
10% Final- Videos Portion (Online)
20% Final Exam (In-Class)
Course Grades
Final grades will be assigned based on the scale below:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98% - 100%</td>
<td>A+</td>
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<td>93% - 97.9%</td>
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<td>90% - 92.9%</td>
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<td>87% - 89.9%</td>
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<td>59.9% or less</td>
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Unless a computational error has been made, grades will not be changed after the end of the semester. Only in the rarest of circumstances will I grant an Incomplete (‘I’).

Academic Dishonesty
Students are encouraged to discuss homework and reading outside of class, but I expect all submitted work to be the product of individual effort. Written assignments will be checked for plagiarism using Vericite, which is Colorado State University’s plagiarism detection software. Be sure to cite all sources.

Plagiarism, failure to cite texts or ideas borrowed from other sources, copying written assignments from other students, falsifying attendance records, and cheating during exams are all acts of academic misconduct. All academic misconduct will result in a 0 for the assignment, and may be submitted to the University for Disciplinary Review. This will drop your overall grade significantly. Repeated academic misconduct will result in a failing grade for the course.

Academic Freedom Policy
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities, which can be accessed through the following link: https://president.colostate.edu/memorandum-of-understanding-on-academic-freedom/

Accommodations for Students with Disabilities
This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact Dr. Sellers privately to discuss the possibility of accommodations as soon as possible.

Colorado State University is committed to providing students with access to its facilities and the technology and information they need to succeed in and out of the classroom, and that these resources are accessible in accordance with applicable law. Students who need accommodations for coursework should contact Dr. Sellers and the Student Disability Center online (https://disabilitycenter.colostate.edu/), by phone (970-491-6385) or in person in TILT Building, room 121 to coordinate reasonable accommodations.

Counseling and Student Health
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you or a friend find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to
seek confidential assistance at CSU Health Network Counseling Services: CSU Health & Medical Center, 151 W. Lake St. Drop-in hours: Monday-Friday 9 am- 4 pm (970-491-7121) or Mental Health Crisis Intervention: (970) 491-7111 (after hours emergencies ONLY) Visit their website for more information: https://health.colostate.edu/mental-emotional-health/.

FREE Crisis intervention is always available 24/7 from:
National Suicide Prevention Lifeline: (800) 273-TALK (8255).

Course Schedule
Section 1: Introduction to American Politics
Week 1: August 20-24
Aug 20 Intro to Course
Assigned: None

Aug 22 Intro to Political Institutions and American Politics
Assigned: Watch: Our World in Data (2 min)

Aug 24 Socioeconomic, Cultural and Factors in American Politics
Assigned: Read: Ginsberg: Ch. 1
DSOM – Ch. 1: p. 10-27 (see Canvas)

Week 2: August 27-31
Aug 27 Establishing a Constitutional Democracy
Assigned: Read: Ginsberg: Ch. 2 (p. 28-41)
Read: Federalist No. 17

Aug 29 The Federalist Papers
Assigned: Listen: The Mastery of the Federalist Papers (31 min)
Read: Federalist No. 51

Aug 31 Establishing a Constitutional Democracy
Assigned: Read: Ginsberg: Ch. 2 (p. 41-end)
Read: Federalist No. 47

Short Essay #1 (Due by 11:59 pm on Aug 31):
Knowing what you know about America’s political founding and history, discuss two hypotheses/explanations for why citizens in the United States are unhappy with federal government today.

Week 3: September 3-7
Sept 3 NO CLASS: Labor Day
Assigned: Click on: State of the States. Look at how the map changes by % Republican/Lean, % Democratic Lean, % Conservative, % Moderate and % Liberal
Sept 5       Trends in Federalism
Assigned:  Review: Monday’s assignment (it’s short)
           Read: Ginsberg: Ch. 3 (p. 67-83)
           Read: Federalism and ObamaCare

Sept 7       Trends in Federalism
Assigned:  Read: Ginsberg: Ch. 3 (p. 83-end)
           Read: Revisiting Federalism and Gun Control
           Watch: Between a Rock and a High Place: How Neighboring
                   States Struggle When Pot becomes Legal (9 min)

Short Essay #2 (Due by 11:59 pm on Sept 7):
You are Alexander Hamilton. Write a formal email to James Madison arguing that the
federal government, under the “new” (1787) Constitution, has the power to regulate the
growing and sale of marijuana, and that it should not be left up to the individual states.

Section 2: Political Institutions
Week 4: September 10-14
Sept 10    Political Institutions or Government: A Look at Interest Groups
Assigned:  Read: Ginsberg: Ch. 8

Sept 12    Interest Groups and Political Clout
Assigned:  Read: Federalist No. 10

Sept 14    Interest Groups and Political Clout
Assigned:  Watch: Legislatures and ALEC: Last Week Tonight (17 mins)

Short Essay #3 (Due by 11:59 pm on Sept 14):
Should interest groups be involved in policymaking (whether through Congress, the
courts, presidency or bureaucracy)? Explain if their involvement in policymaking overall
is a good or bad thing. I recommend you read and watch the above suggested video
before writing.

Week 5: September 17-21
Sept 17    Why Parties? Do They Matter?
Assigned:  Read: President Washington’s farewell address. Pay extra attention
to the sections that discuss the dangers of political parties
           Read: Ginsberg: 7 (p. 205-218)

Sept 19    Why Parties? Do They Matter?
Assigned:  Read: Ginsberg: Ch. 7 (p. 218-end)
           Watch: Primaries & Caucuses: Last Week Tonight (14 mins)
Sept 21 Debate 1: What to do with Independents? How should we fix political parties?
Assigned: Watch: Third Parties: Last Week Tonight (18 mins)
Read: One-party Politics Not What Founding Fathers had in Mind

Short Essay #4 (Due by 11:59 pm on Sept 21):
Do you think we should have 3rd party candidates as viable presidential candidates? Yes or no? Defend your answer. How would this change American politics on the federal level?

Week 6: September 24-28
Sept 24 Congress
Assigned: Ginsberg: Ch. 9 (p. 272-295)
Watch: Schoolhouse Rock: How a Bill Becomes a Law (3 mins)
Watch: Utah Legislature: How a Bill Becomes a Law (Fresh Prince Version) (1 min)

Sept 26 Congress
Assigned: Read: Ginsberg: Ch. 9 (p. 295-end)
Listen: Understanding Congressional Gerrymandering: It’s Moneyball Applied to Politics

Sept 28 Debate 2: How Democratic is Congress? Who should lead America?
Assigned: Read: Taking Sides on Facebook: How Congressional Outreach Changed Under President Trump (Webpages 1-3)
Watch: Congressional Fundraising (Last Week Tonight) (21 mins)

Short Essay #5 (Due by 11:59 pm on Sept 28):
Majority-minority districts (aka minority-majority districts) have been intentionally created for decades. Should we continue doing this? Discuss at least one benefit and one drawback of creating these districts (tip: think of who benefits and who doesn’t).

Week 7: October 1-5
Oct 1 The Presidency
Assigned: Read: Ginsberg: Ch. 10
Watch: Federal Budget (Last Week Tonight) (12 mins)

Oct 3 The Presidency
Assigned: Read: Ginsberg: Ch. 11 (p. 342-359)
Watch: President Trump Takes (Executive) Action (Daily Show) (6 mins)
Oct 5  Debate 3: President Trump: Great President or the Greatest President?  
Assigned: Read: Trump Job Approval (Weekly) Gallup  
Read: Trump's Approval Highest in West Virginia, Lowest in Vermont  
Read: Voters More Focused on Control of Congress – and the President – Than in Past Midterms

Short Essay #6 (Due by 11:59 pm on Oct 5):  
President Trump went on vacation. He asked that you fill in as Interim President for the next 6 months. You have time to fix only one policy area in the United States. What policy area do you address, and why? Explain how you plan to use your executive powers/influence to change the policy.

Week 8: October 8-12
Oct 8  Review Day/Online Video Portion of Midterm Due 11:59 pm

Oct 10  Midterm Exam

Oct 12  No Class

Section 3: We the People: Public Opinion, Media and the Courts  
Week 9: October 15-19
Oct 15  Public Opinion: Can’t We All Just Get Along?  
Assigned: Read: Ginsberg: Ch. 5  
Read: Key Findings on Americans’ Views of the U.S. Political System and Democracy  
Read: A Look Back at U.S. Public Opinion in 2017  
Read: The Most Liberal and Conservative Big Cities

Oct 17  Public Opinion: Can’t We All Just Get Along?  
Assigned: Read: In Polarized Era, Fewer Americans Hold a Mix of Conservative and Liberal Views (use graphics functions)  
Read: What Unites and Divides Urban, Suburban and Rural Communities (webpages 1-8)

Oct 19  Debate 4: How responsive should government be to voters/public opinion? Are voters knowledgeable?  
Assigned: Watch: What are Nonprobability Surveys?  
Read: Bots in the Twittersphere  
Read: Distinguishing Between Factual and Opinion Statements in the News (webpages 1-6)

Short Essay #7 (Due by 11:59 pm on Oct 19):  
How much attention should political leaders pay to public opinion? Discuss instances when and why political leaders should ignore what the people want. Distinguish between when we should listen to poll results and public opinion.
Week 10: October 22-26
Oct 22  Mobilizing the Electorate and the Role of Media in Campaigning
Assigned: Read: Ginsberg: Ch. 6
Read: Racial Generation Gap Looms Large for States
Read: Trickle-Down Election Economics: How Big Money Can Affect Small Races

Oct 24  Election Laws: Early Voting, Voter ID and More
Assigned: Read: Christine Hallquist: First Transgender Governor Nominee picked
Read: 4 in 5 Americans Support Voter ID Laws, Early Voting
Watch: Please, Just Like… Don’t. How to Protest (3 mins)

Oct 26  Direct Democracy’s Role in Participation and Policymaking
Assigned: Watch: Back in Black: Getting Out the Millennial Vote (the Daily Show) (5 mins)

Short Essay #8 (Due by 11:59 pm on Oct 26):
Propose a voting reform that all 50 states should adopt. Why do you want this voting reform? Explain to why it is good for America. Also, explain how it would have changed the 2016 election.

Week 11: October 29-November 2
Oct 29  The Supreme Court, aka the Supremes
Assigned: Read: Ginsberg: Ch. 12 (p. 370-383)
Read: Federalist No. 78

Oct 31  The Supreme Court, aka the Supremes
Assigned: Read: Ginsberg: Ch. 12 (p. 383-end)
Watch: Elected Judges (Last Week Tonight) (13 mins)

Nov 2  Class discussion
Assigned: Listen: Kavanaugh Fight Puts Vulnerable Senators in Tight Spot (4 min)
Read: Americans Divided on Kavanaugh’s Nomination to the Supreme Court (Pew Research)
Listen: West Virginia’s Court (13 min)

Short Essay #9 (Due by 11:59 pm on Nov 2):
After President Trump’s unprepared judicial nominee failed last year, Congress decided to reform the judicial selection process (just for the purposes of the of this essay). They are considering letting the public elect judges every 4 years instead of having lifetime appointments. Explain why our current system of federal judge selection and a lifetime appointment is better than electing judges for fixed terms.
Week 12: November 5-9
Nov 5 Civil Rights and Civil Liberties
Assigned: Read: Ginsberg: Ch. 4 (p. 94-111)
Read: First Amendment
Listen: 3-D Printed Guns and Freedom of Speech (8 min)
Read: Opponents in LGBT case agree: It’s not about wedding cake

Nov 7 Civil Rights and Civil Liberties
Assigned: Read: Ginsberg: Ch. 4 (p. 111-end)
Read: Civil Liberties Keep Americans Safe

Nov 9 Debate 5: Does Colorado State value civil rights or liberties more?
Assigned: Read: They Took a Knee (the Atlantic)
Read: The Movement of #MeToo
Listen: Jason Kessler on His ‘Unite the Right’ Rally Move to DC (7 min)
Short Essay #10 (Due by 11:59 pm on Nov 9):
What is more important – civil rights or civil liberties? Why? Explain why using either the debate about freedom of speech and hate speech, gun control and terrorism prevention, or LGBT rights and religious beliefs as an example. (Click on the links for an overview of the debate).

Week 13: November 12-16
**************The class turns into a hybrid course for the next 2 weeks**************
****Come to at least one lecture MW and watch the remaining lectures posted online****
Nov 12 Gun Control: Lecture Option 1
Assigned: Read: America's Gun Culture in 10 charts
Read and Watch: Four Key Dates that Shaped the US Gun Debate
Read: Where the Gun-Control Movement Goes Silent
Read: The Gun-Control Debate After Parkland
Watch: NRA: Last Week Tonight (13 mins)
Watch: Florida student to NRA and Trump (12 mins)
Read: Does the Media have a Problem with Coverage of Mass Shootings?

Nov 14 Drug Policy (Opioid Epidemic and Marijuana): Lecture Option 2
Assigned: Read: A Brief History of the Drug War (Watch video too)
Listen: 100:1 The Crack Legacy: Episode 2 only (28 mins)
Skim: The Opioid Crisis (White House)
Watch: Opioids: Last Week Tonight (19 mins)
Read: How We Will Win the War on Opioids (White House)
Optional: Everything You Think You Know about Addiction is Wrong (Ted Talk) (15 mins)
Optional: Marijuana: Last Week Tonight (17 mins)
Nov 16

Finish Video Lectures for your Option (essay due Sunday by 11:59 pm)
Assigned: None

Short Essay #11 (Due by 11:59 pm on Nov 18):
Option 1
You must reference at least 3 of the assigned materials. What do you see as the most pressing concern when it comes to gun control? Do you think we will have meaningful gun control reform in the next 5 years. Explain why. Again, you must reference 3 of the assigned materials for this week.

Option 2
What did you find most striking about the 100:1 Crack Legacy podcast? Why did it stand out to you? Explain what lessons you took from it. Using this lesson, advise members of Congress how to better fight the War on Drugs.

Week 14: November 19-23
****************************************************************************** NO CLASS: Fall Break******************************************************************************

Week 15: November 26-30

Nov 26
Immigration: Lecture Option 1
Assigned:
Read: The U.S. Immigration Debate
Read: What Are Sanctuary Cities? New York Times
Read: 6 Big Things to Know about Sanctuary Cities Washington Post
Watch: Immigration Courts: Last Week Tonight (18 mins)
Watch: Refugee Crisis: Last Week Tonight (11 mins)
Watch: Border Wall: Last Week Tonight (19 mins)
Read: President Donald J. Trump’s Travel Restrictions Defend Our Country
Optional: How ex-Sheriff Joe Arpaio Wound Up Facing Jail Time, Before Trump Pardoned Him Washington Post

Nov 28
Climate Change: Lecture Option 2
Assigned:
Read: Climate Change in Colorado
Listen: 2017 Was One Of The Hottest Years On Record
Watch: Paris Agreement: Last Week Tonight (21 mins)
Click on Yale Climate Opinion Maps to see how opinion varies by level (national, state, congressional district and county) and by each question. Look for patterns.
Read: Could Abrupt Climate Change Really Happen? Pew Center on Global Climate Change (2015)
Optional: California Greenin': Shaping America's Environment (50 mins)
Nov 30 Finish Video Lectures for your Option (essay due Sunday by 11:59 pm)
Assigned: None

Short Essay #12 (Due by 11:59 pm on Dec 2):
Option 1
Should we ban sanctuary cities in Colorado? Defend your answer. Does this violate state’s or local government’s rights? Hint: you may need to review the federalism week. Explain why your decision is the correct one, despite the murky legal realm. Reference the constitution or at least 1 court case.

Option 2
You are the new Speaker of the House in Washington DC. What legislation do you propose to address global warming? Explain what your legislation will do. Also, what opposition (from the president or other members of Congress) do you foresee? Cite at least 2 outside sources.

Week 16: December 3-7
Dec 3 Discussion Day: The Culture Wars
Assigned: Read: Why the Culture War Is the Wrong War

Dec 5 ONLINE EXAM PORTION DUE 11:59 pm
Assigned: Everything

Dec 7 Review Session
Assigned: Everything since Midterm

***************************** Final Exam is Dec 13 from 4:10-6:10 pm *****************************

Important Dates:
Oct 8 Midterm- Videos Portion (Online)
Oct 10 Midterm Exam (In-Class)
Dec 5 Final Exam- Videos Portion (Online)
Dec 13 Final Exam from 4:10-6:10 pm (In-Class)

Important Dates continued on next page…
Essay Opportunities (Must Submit 4):
Aug 31 Essay 1 Oct 19 Essay 7
Sept 7 Essay 2 Oct 26 Essay 8
Sept 14 Essay 3 Nov 2 Essay 9
Sept 21 Essay 4 Nov 9 Essay 10
Sept 28 Essay 5 Nov 16 Essay 11
Oct 5 Essay 6 Nov 23 Essay 12

End Course Withdrawals ("W") Period, Repeat/Delete Deadline Monday, Oct 15, 2018
Last day of classes Friday, Dec 7, 2018