

**SAN JOSE STATE UNIVERSITY – FALL 2009**  
**POLITICAL SCIENCE 20 – CONTROVERSIAL LEGAL ISSUES**  
**Section 3 • Tu & Th 10:30 to 11:45 AM • CL 303 • Course Code 41237**

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**Office hours:** Monday and Tuesday 9-10 am and by appointment.

### **REQUIRED TEXTS**

1. *Asking the Right Questions: A Guide to Critical Thinking*, 9<sup>th</sup> Edition. M. Neil Browne and Stuart M. Keeley. ISBN 0-13-220304-9.
2. *Pols 20 Reader*, Compiled and Edited by Dr. McKenzie. Obtain from the A.S. Print Shop.

### **RECOMMENDED ON-LINE RESOURCES**

On-line resources are posted on the class web site through Desire2Learn (D2L), including a link to the text companion web site.

*“Try not. Do, or do not. There is no try.” - Yoda –*

*“There’s a mighty big difference between good, sound reasons and reasons that sound good.”  
- Burton Hillis -*

### **COURSE DESCRIPTION**

This course satisfies the University’s General Education A3 requirement in Critical Thinking. As a result, in order to pass this class, the University requires that students must: (1) be able to apply qualitative reasoning skills in both oral and written assignments; (2) **write a minimum of 3000 words**, and; (3) receive a grade of **C or better** in the course. The completion of English 1A is strongly recommended as a prerequisite or a co-requisite for the course.

Because this is a General Education course in critical thinking, the primary focus is on learning and applying basic concepts in **critical thinking**. Controversial legal issues are used to facilitate discussion and analysis and as a means of applying critical thinking skills to current political issues. Topics that will be analyzed and discussed will include, but not be limited to: abortion, legalization of “recreational” drugs, offensive speech, gay marriage, discrimination, school prayer, pornography, and the death penalty.

### **COURSE OBJECTIVES**

There are eight learning objectives of this course which have been established by the University:

- Students will learn to distinguish between reasoning (e.g., explanation, argument) and other types of discourse (e.g., description, assertion) through lecture material, text assignments, class handouts, class discussions, evaluating majority and minority court opinions, and in-class group activities and exercises.
- Students will learn to identify, analyze and evaluate different types of reasoning through the study and understanding of the differences between inductive and deductive reasoning, and the differences between fact, opinion and belief. This will be accomplished by means of lecture, assigned text material, in-class discussions, in-class exercises and the study of common fallacies.
- Students will learn to find and state crucial unstated assumptions in reasoning through in-class group exercises, as well as short essay assignments relating to current controversial legal issues.

- Students will learn to evaluate factual claims or statements used in reasoning and evaluate the sources of evidence for such claims. This objective will be accomplished through an overview of the use and *abuse* of statistics in politics and the media and through in-class activities including participation as jurors in a “Mini-Mock Trial”.
- Students will learn and be able to demonstrate an understanding of what constitutes plagiarism. This will be accomplished by means of lecture, review of educational web sites, in-class activities and a quiz.
- Students will learn to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system. This will be accomplished by means of having students write a research paper and give an argumentative oral presentation.
- Students will learn to locate, retrieve, organize, analyze, synthesize and communicate information of relevance to the subject matter of the course. This objective will be accomplished by the presentation of an oral argument in which students will be required to take and defend a position on a current controversial legal issue using valid and sound reasoning to arrive at their conclusions and by submitting a written research paper on a current controversial legal issue of their choice.
- Students will be able to reflect on past successes, failures and alternative strategies. This objective will be achieved by means of having students prepare and submit a reflective essay on their successes, failures and alternative strategies.

The ability to think critically about what you read, see and hear is not an innate talent but rather, it is a learned skill. Thus, unlike most other classes, this course is primarily a skills-based rather than a content-oriented course. Learning to recognize fallacies and inconsistencies in your arguments and the arguments of others, as well as being able to respond with clear, concise, well supported, reasoned arguments, can serve as a powerful tool throughout your college, professional, and personal life. I challenge you to take the first step in this life long journey.

## **SYLLABUS**

It is your responsibility to **read the Syllabus in it's entirety**. If you find anything that is unclear, it is your responsibility to seek clarification. Dr. McKenzie reserves the right to make changes at any time during the course. Any changes will be announced in class and will also be posted on the class D2L web site.

## **CLASS FORMAT**

The course will include lectures; reading and writing assignments; class and group discussions; class activities; an oral presentation; short quizzes; a midterm and final exam. You will be challenged to:

- Examine explicit and implicit assumptions underlying an argument, including your own;
- Keep an open mind and become a careful listener to the arguments of others;
- Identify fallacious arguments, ambiguities and manipulative reasoning;
- Recognize and understand the difference between deductive and inductive reasoning;
- Construct and state your own arguments based on sound logical principles and strong supporting evidence;
- Support your arguments and stand your ground when you believe you are right and be willing to change your mind if proved wrong.

***This class is NOT for anyone whose goal is to “slide by.”***

The key to passing this class is to **be prepared**. You are expected to read, think, analyze, complete all assigned work in a timely manner, participate in class discussions, and offer your opinions and perspective in a respectful and appropriate manner.

## **DESIRE2LEARN WEB ACCESS**

This class will be participating in the University's Pilot Program of the Desire2Learn (D2L) on-line supplement to the class. You will have on-line access to the course by way of the E-Campus D2L site. On D2L you will be

able to access the Syllabus, assignments, web links, and other valuable course resources. You can send and receive e-mail use the “chat” and discussion board features, all of which you are urged to take advantage of. You will also be able to follow your progress in the class in the Grade section of D2L and will be able to submit assignments on line, thus eliminating the need for hard copies of written assignments.

Much like Facebook, D2L allows you to enter “profile” information about yourself, including a picture. I encourage you to include a current photo of yourself in your profile.

Because D2L is in the Pilot Testing stage this semester, there may be issues or problems that arise over the term that will need to be addressed by the D2L Technical Support staff. You will be provided with a direct phone number and email address so that you will be able to deal directly with the IT staff. ***Please so not share this contact information with anyone.***

It is your responsibility to log onto D2L as soon as possible after the first class session so that you can become familiar with using D2L’s various features.

## **OFFICE HOURS AND EMAIL**

Regular office hours are Mondays and Tuesdays from 9:00-10:00 am. I am also available, by appointment for in-person or *Virtual Office Hours* on D2L. A meeting with me in my *Virtual Office* will require making an appointment via email through the D2L web site. However, if possible, I encourage you to see me in person, if you have concerns or questions about the class, assignments, or other issues you may be having. ***All email communications should be made through the D2L web site.***

## **NEED FOR SPECIAL ACCOMMODATIONS**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with Disability Resource Center (DRC) to establish a record of their disability. You can obtain information about the DRC at: [www.drc.sjsu.edu](http://www.drc.sjsu.edu)

## **DROP POLICY**

You are urged to decide early whether or not you want to take this class. Please note that **September 3<sup>rd</sup>** is the last day to drop a class without an entry on your official record. After that date, students may only drop a class for “serious and compelling reasons beyond the student’s control.” For example, students may not drop a class simply because of poor attendance or poor grades. Even if the Professor and the student agree that dropping the class would be in the student’s best interest, the University makes the final determination and can deny a student’s late drop request even if it is approved by the Professor and the Department Chair.

## **READING ASSIGNMENTS**

You are expected to complete all assigned reading **before** the material is presented or discussed in class. This does not mean merely skimming the material. Whether the reading is a Supreme Court opinion or an article, you are expected ***to be prepared to discuss the substantive material*** in each reading assignment in terms of the strengths and weaknesses of the arguments.

## **WRITEN ASSIGNMENTS**

### **Departmental Writing Policy**

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must also take care that appropriate citations are used. Direct quotations must be indicated with quotation marks and specific reference to the page in the source from which it was taken. Failure to cite your sources constitutes academic misconduct which can result in serious sanctions.

Arguably the best way to improve your own writing is to read quality material on a regular basis. To that end, students are encouraged to read articles from scholarly sources as well as such newspapers as The Wall

Street Journal, The Financial Times and The Economist. These publications contain articles of direct relevance to political science classes.

### **Short Written Papers**

There will be 5 written assignments (between 600-750 words each) worth 75 points each. The lowest score will be dropped, leaving a total of 4 assignments for a possible total score of 300 points or 30% of your total grade.

Written assignments must be submitted through the D2L "Drop Box" which is integrated with Turnitin.com. Assignments cannot be submitted by way of hard copy or email and **LATE PAPERS WILL NOT BE ACCEPTED.** Assignments are to be a product of your own thinking and writing and not a collaborative effort. The due dates of all assignments are clearly indicated on the Class Schedule portion of this Syllabus as well as on D2L.

### **IN-CLASS ACTIVITIES/EXERCISES**

There will be various In-Class exercises which are intended to assess your mastery of critical thinking concepts and your ability to apply them to various articles and writings on controversial legal issues. If you miss a class in which an In-Class Exercise is given, you cannot make it up.

### **PRESENTATION OF PERSUASIVE ORAL ARGUMENT**

You are required to make an oral presentation to the class either in support of or against a current controversial legal issue. This assignment is a "Team" activity. You can either select a partner of your choice, or a partner will be assigned. Your Oral Argument will be worth 200 points (20% of your final grade).

You and your partner must mutually agree on the issue to be argued. Because I am aware of the down-side of partnership assignments (the possibility that one member of the team will fail to actively participate), this assignment will not be graded as a team effort: each person's presentation will be independently assessed and graded. Each partner's Oral Argument is to be between 5-7 minutes long. Please note that you cannot partition or allocate your time. In other words, you cannot decide that one partner will speak for 3 minutes and the other for 4 minutes.

**You MUST choose partners and submit your issue in the form of an "Issue Statement" for approval on or before September 24th. Once you and your partner have selected an issue, late changes will not be permitted.**

If you are not able to think of a controversial legal issue, you can find suggestions at the following web site which is also posted on D2L:

<http://www.sac.edu/students/library/nealley/websites/controversial.htm>

**Please note that not all issues on the above web site will be appropriate for this class.**

Although oral arguments will not begin until the middle of the course, it is essential that you begin your organization and preparation now.

- Mutually agree on who will take each side of the mutually agreed upon issue.
- Locate articles from magazines, newspapers, the internet, court opinions or other sources relevant to your topic as background.
- Submit a **full written text** of your side of the Oral Argument to the D2L link on or before **October 15th**.
- The written Oral Argument should be as long as necessary to meet the 5-7 minute requirement for the oral presentation.
- After receiving comments (if any) on your written argument, refine your argument, as needed.
- Practice your oral argument prior to your presentation due date.

**Caution: Failure to submit a full written text of your oral argument on D2L, will preclude you from giving your oral presentation.**

It is possible that one partner will have to take a position on the issue that is contrary to their own values, opinions or beliefs. If this occurs, keep in mind that the reason many legal and constitutional issues become controversial is because they touch on moral and ethical values about which people hold strong, differing opinions and there are usually good arguments on each side of an issue. Taking a position contrary to your own views may actually expand your intellectual horizon more than taking the side you already agree with. The teams and schedule for Oral Arguments will be posted on D2L.

You are urged not to wait until the last minute to begin working on this assignment since it is possible that your team will be one of the first on the presentation schedule.

## **SJSU On-Line Library Tutorials**

In order to get credit for the Library Tutorials you must **take and pass, with a score of 100,** the following three Tutorials which are due on or before **October 1st.**

- Library Basics
- InfoPower (3 modules)
- Plagiarism

You can repeat the tutorials without penalty, as many times as needed until you receive a score of 100 on each of the three tutorials and any sub-modules. Please note that there are multiple parts to the InfoPower tutorial. Be sure that you **complete all 3 sections of this tutorial with a score of 100 for each section.** This assignment is, essentially, a Pass/Fail assignment. You will receive full credit if you submit scores of 100% for EACH of the three tutorials and will receive a "0" for this assignment if you submit a score for any one of the tutorials that is less than 100%.

Please forward a copy of the email you receive from the library to me with your scores. Your email to me **MUST** be posted on or before **October 1st** and must be sent through the D2L class web site. **LATE SUBMISSIONS WILL NOT BE ACCEPTED.**

If you have taken one or more of these tutorials within the last academic year **AND** you received 100% for all modules, you may submit a copy of your prior scores. If you did not receive 100% for all modules, you must take the tutorials again.

Although not required, I strongly urge you to review the **GOOGLE SCHOLAR** tutorial which you will find under the "3-6 Minute Quick guides" on the Library's On-Line Tutorial page. This guide will show you how to use Google Scholar and how it can be linked to the SJSU Library databases.

## **Assignment Submission Policy and Formatting Requirements**

All written work must be submitted through the D2L "Drop Box". If you have any concern about your writing ability, you are strongly encouraged to seek help at the University's Writing Center located on the first floor of Clark Hall.

*Format: You name and section number must be single spaced on the top right hand corner of the paper. The body of your assignments must be double spaced, with 1 inch margins on all sides using 12 point Arial or Times New Roman font type.*

Because it is unfair to students who have done whatever is necessary to meet the required deadlines, **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Therefore, you are urged to plan your time accordingly.

**EMAIL OR HARD COPY SUBMISSION OF PAPERS WILL NOT BE ACCEPTED.**

## QUIZZES

There will be 5 short quizzes which will be taken on D2L. There are 100 total questions. While there are a different number of questions in each quiz, the total available cumulative Quiz points is 100. The quizzes will be on the reading and lecture material. Quiz dates are noted on the Class Calendar and in D2L.

## MIDTERM AND FINAL EXAM

Both the Midterm and Final Exam will be given on-line through D2L. More information will be provided well in advance of these exams regarding policies and procedures for taking these examinations. Both exams may contain a combination of essay questions, short written responses, multiple choice, fill-in-the-blank, and/or true-false questions.

## CLASS PARTICIPATION

Because this is a course in critical thinking, one way to evaluate your critical thinking ability is through your participation in class discussions, exercises and activities. 35% of your participation grade will be based on the quality of your participation in in-class discussions. 65% of your participation grade will be based on assignments indicated in the following table.

ACTIVITY	Available Points
Survey of the Justice System	15
Values Test	15
Jury Duty Exercise	15
Vocabulary-Definitions	20
Quality of participation in class discussions	35
<i>Total Available Participation Points</i>	<i>100</i>

*Quality* class participation means that you:

- Come to class on time;
- Are prepared to discuss all assigned readings;
- Take the initiative to volunteer your opinions rather than having to be called on;
- Ask pertinent and relevant questions;
- Challenge the arguments of others in a meaningful and respectful manner; and
- Take an active part in all group activities.

## LEARNING ASSISTANCE RESOURCE CENTER (LARC) AND WRITING CENTER

If you believe you have difficulty with either your writing or oral skills, you are strongly urged to check out the information and resources available to on the LARC and SJSU Writing Center's web pages and/or visit these Centers in-person as early as possible in the term. Both LARC and the Writing Center provide free tutoring, workshops and on-line resources to students. Links to the on-line web sites for LARC and the Writing Center are provided on D2L. LARC is located in SSC 600. The Writing Center is located in Clark Hall 126.

The Writing Center is staffed by professional instructors and upper-division or graduate level writing specialists from each of the seven SJSU colleges. Writing specialists have met a rigorous GPA requirement and they are well trained to assist all students at all levels within all disciplines to become better writers. It is your responsibility to arrange a time to meet with the Writing Center instructors.

## CLASS POLICIES AND CLASSROOM DEMEANOR

### Promptness

Please come to class on time. It is very distracting to have students come into the classroom once class has begun. There may be an extraordinary circumstance that may cause you to be late on occasion. However, this should be the exception rather than the rule. If you know you will be late, will have to miss a class, or need

to leave early, please let me know ahead of time. Please take care of all personal matters before entering the classroom, such as restroom needs, cell phone calls or text message communications.

## **Civility**

The controversial legal issues we will discuss during the semester will be primarily “hot button” issues—issues. Some, if not most of these issues can become highly emotionally charged resulting in the flaring of tempers, refusal to listen, or worse. While it is expected that class discussions will be lively, it should go without saying, that “lively” exchanges do not give rise to rudeness; raising of voices in anger; engaging in personal attacks, slurs, or name calling; using improper gestures or body language; using inappropriate verbal expressions; or making fun of or laughing at opinions expressed by others. The proper demeanor in this class is expected to be the same as if you were arguing these issues before the Court. In the legal community it is often the dispassionate, but well reasoned and supported argument that is most persuasive rather than the argument which is filled with overly emotional and unsupported rhetoric.

Everyone who wishes to participate in classroom discussions will be given the opportunity. However, **private conversations** between two or more students are disruptive and disrespectful and you may be asked to leave the classroom if asked more than once to refrain from private conversations.

## **Electronic Devices**

All cell phones, smart phones, pagers, watch alarms, Ipods, Gameboys or other electronic devices are to be turned off during class. Do not answer phone calls in class. Do not send, receive or read phone or text messages of any kind in class.

## **Use of Laptops**

Unfortunately, there are an increasing number of students who purportedly use their laptop computers for taking class notes but who, in fact, use their computer to send and receive emails, Tweet, update their Facebook page, surf the net, play games, etc. Lap top computers may **ONLY** be used for taking class notes by means of a word processing program and their use for any other purpose is prohibited. Failure to abide by the policy is evidence of your disinterest in the class and your disrespect for your professor and peers. Therefore, there will be no “second bite” at the apple (so to speak). A violation of this policy will result in losing your privilege to take notes on your laptop and **you will not be given a second chance.**

## **No Electronic Recordings**

You are not authorized to record or transmit the lectures in any way without the prior express, written consent of the professor.

## **Caps, Hats and Hoods**

First, it is a long established social custom to remove caps, hats and other head coverings when indoors. Second, caps, hats and hoods can be used to disguise the use of listening devices which divert a student’s attention away from what is going on in class. Therefore, you are requested to remove all head coverings while in the classroom except when worn for a documented religious or medical reason.

# **GRADING POLICIES AND ASSESSMENT STANDARDS**

## **No Extra Credit**

There are no options to submit work for extra credit. It is also NOT possible to make-up any missed assignments, quizzes or examinations.

## **Attendance**

Attendance is not a course requirement. However, it is hoped that you will find the class sufficiently interesting and intellectually stimulating, that you will look forward to coming to each class session. Keep in mind that while attendance, per se, is not a grading criterion, the extent and quality of your class participation is. If you do not attend, you cannot participate and, *ipso facto* [*by the fact itself*], this will affect your overall grade in the

class. There may also be short graded quizzes in class from time-to-time and there will be no opportunity to make up any missed quiz.

It would be prudent to make one or more friends in class so you can share class notes in the event one of you misses an occasional class. Lecture material will, for the most part, be material that is not covered in the text and therefore, it could be critical information for purposes of assignments, the midterm and the final exams.

## Assessment Standards

Grading Rubrics will be used to assess your performance. The Grading Rubrics are posted on D2L. I encourage you to become familiar with these Rubrics and keep the grading standards in mind as you prepare and submit your assignments.

## Academic Integrity Policy

Your own commitment to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The University's policy on academic integrity can be found at:

[http://sa.sjsu.edu/download/judicial/Academic\\_Dishonesty\\_Policy.pdf](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)

Academic integrity is a serious matter and is essential to the University's mission. As such, students are expected to perform their own work, except when collaboration is **expressly** permitted. Students are not permitted to use old tests or quizzes when preparing for exams, or consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded.

**Plagiarism will lead to grade penalties, may result in your failing the course and/or in having the incident permanently noted in your SJSU student record.**

Plagiarism is the act of representing the work of others as your own (without appropriate credit) and submitting it to fulfill academic requirements. Plagiarism is a very serious offense in both academic and professional environments.

In addition to the King Library Plagiarism Tutorial, there are links to web sites on D2L which are very informative and provide concrete examples of proper paraphrasing, the use of quotations and proper citation.

## Grading Policy

Grading is not based on a "curve". Therefore, you are not in competition with any student other than yourself! As a result, the overall grade distribution in the class is irrelevant and will remain confidential. Your final grade will be based on your personal overall performance across all required work. The total points and weight of each required element of your final grade is indicated below:

Task	Points	% of Final Grade
Written Papers (5 with lowest grade dropped)	300	30%
Oral Argument	200	20%
Quizzes	100	10%
Midterm Exam	100	10%
Library Tutorials	100	10%
Class Participation	100	10%
Final Exam	100	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Your total points will be summed at the end of the term and a letter grade equivalency will be applied as follows:

<b>Final Grade Determination</b>	
<b>Overall Points</b>	<b>Letter Grade</b>
930-1000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
599 and below	F

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**Controversial Legal Issues**  
**2009 FALL Section 3 – Tu & Th 10:30-11:45 am**  
**CLASS CALENDAR—ASSIGNMENTS AND DUE DATES**  
 (Subject to change with timely notice)

Date	Discussion/Activity/Notes	Due Dates
<b>Week 1</b> Tuesday 8/25	<ul style="list-style-type: none"> <li>Review of Greensheet, expectations, discussion of assignments and use of D2L</li> </ul>	<b>Reading for 8/27:</b> Text ARQ: Chapter 1
Thursday 8/27	<ul style="list-style-type: none"> <li>Learning to think like a lawyer.</li> </ul>	<b>Reading for Week 2:</b> ARQ Chapter 2 READER pp. 3-6 and p. 11
<b>Week 2</b> Tuesday 9/1	<ul style="list-style-type: none"> <li>Stirring the Pot</li> </ul>	<b>QUIZ #1</b>
Thursday 9/3	<ul style="list-style-type: none"> <li>“If you don’t know where you’re going, you might end up somewhere else”!</li> </ul>	<b>Reading for Week 3:</b> ARQ Chapters 3 & 4  <b>Paper #1 Internet Assignment Paper due</b>  <b>Last day to drop class without entry in official record.</b>
<b>Week 3</b> Tuesday 9/8	<ul style="list-style-type: none"> <li>Eureka, I’ve found it!</li> </ul>	<b>QUIZ #2</b>
Thursday 9/10	<ul style="list-style-type: none"> <li>“Need plain clothes Security Guard. Must have shoplifting experience.”</li> <li>Friday 9/11: Last day to add and register late if space is available)</li> </ul>	<b>Reading for Week 4:</b> ARQ Chapters 5 and 7:  <b>Paper #2 Declaration of Independence Paper due</b>
<b>Week 4</b> Tuesday 9/15	<ul style="list-style-type: none"> <li>What goes up must come down!</li> </ul>	<b>Take the Judicial Survey on D2L BEFORE 9/22</b>
Thursday 9/17	<ul style="list-style-type: none"> <li>If you don’t go to college, you’ll end up as an unhappy street person.</li> </ul>	<b>Reading for Week 5:</b> ARQ Chapter 6 :  <b>QUIZ #3</b>
<b>Week 5</b> Tuesday 9/22	<b>- NO CLASS -</b> <b>MANDATORY FACULTY FURLOUGH DAY</b>	
Thursday 9/24	<ul style="list-style-type: none"> <li>It’s Thursday. Do you know where your assumptions are?</li> </ul>	<b>Oral Argument partner names and Issue Statements due IN CLASS</b>
<b>Week 6</b> Tuesday 9/29	<ul style="list-style-type: none"> <li>The Star Chamber</li> </ul>	

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Date	Discussion/Activity/Notes	Due Dates
Thursday 10/1	<ul style="list-style-type: none"> <li><b>The Star Chamber</b></li> </ul>	<b>Reading for Week 7:</b> ARQ Chapters 8 and 9  <b>Library Tutorials due</b>
<b>Week 7</b> Tuesday 10/6	<ul style="list-style-type: none"> <li><b>Premier of the new game show: “WHAT’S MY FALLACY?”</b></li> </ul>	
Thursday 10/8	<ul style="list-style-type: none"> <li><b>He was REAL big and REAL tall.</b></li> </ul>	<b>Reading for Week 8:</b> ARQ Chapters 10, 11 and 12 READER pp. 106-112 and p. 10  <b>QUIZ #4</b>
<b>Week 8</b> Tuesday 10/13	<ul style="list-style-type: none"> <li><b>You have been summoned for Jury Duty. Report to the Jury Assembly Room (DMH 149A) promptly at your appointed time. In other words, don’t be late for class!</b></li> </ul> <p style="text-align: center;"><b>BRING YOUR READER TO CLASS FOR THE REST OF THE SEMESTER</b></p>	<b>Take “Values Test” (link is on D2L) and submit results.</b>
Thursday 10/15	<ul style="list-style-type: none"> <li><b>There are three types of lies . . .</b></li> <li><b>The Rachel Carson Syndrome</b></li> </ul>	<b>Reading for Week 9:</b> ARQ Chapters 13 and 14 10/22: Reader pp 12-22  <b>Written Oral Argument due</b>  <b>QUIZ #5</b>
<b>Week 9</b> Tuesday 10/20	<ul style="list-style-type: none"> <li><b>I used to know that stuff!</b></li> </ul> <p style="text-align: center;"><b>MIDTERM EXAM (D2L On-Line)</b></p>	
Thursday 10/22	<p style="text-align: center;"><b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Separation of Church and State</i></b></p>	<b>Reading for Week 10:</b> 10/27: Reader 28-45 10/29: Reader 46-68  <b>Paper #3 Star Chamber Paper due</b>
<b>Week 10</b> Tuesday 10/27	<p style="text-align: center;"><b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Same Sex Marriage</i></b></p>	

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Thursday 10/29	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Abortion</i></b>	<b>Reading for Week 11:</b> 11/3: Reader pp 69-72 11/5: Reader pp 101-105 and 79-85
<b>Week 11</b> Tuesday 11/3	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Medical Marijuana</i></b>	
Thursday 11/5	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Freedom of Association Sex Education</i></b>	<b>Reading for Week 12:</b> 11/10: Reader pp 113-118 and 123-124 11/12: Reader pp 73-78 and 86-88  <b>Paper #4 World's Smallest Political Quiz Paper due</b>
<b>Week 12</b> Tuesday 11/10	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: <i>Global Warming</i></b>	
Thursday 11/12	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: Freedom of speech and expression</b>	<b>Reading for Week 13:</b> 11/17: Reader 140-149 11/19: Reader 89-100
<b>Week 13</b> Tuesday 11/17	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: Affirmative Action – Merit or Ethnicity?</b>	
Thursday 11/19	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: Death Penalty</b>	<b>Reading for Week 14:</b> 11/24: Reader 119-122  <b>Paper #5 Children &amp; Guns due</b>
<b>Week 14</b> Tuesday 11/24	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: Physician Assisted Suicide</b>	<b>Reading for Week 15:</b> 12/1: Reader pp 125-132 12/3: Reader pp 133-139
Thursday/Friday 11/26-11/27	<b>THANKSGIVING</b>	
<b>Week 15</b> Tuesday 12/1	<b>ORAL ARGUMENTS AND IN CLASS DISCUSSION OF: Illegal Immigration</b>	<b>Turn in Vocabulary &amp; Definitions pages from the READER</b>

**POLITICAL SCIENCE 20**  
**Controversial Legal Issues**  
**2009 FALL Section 3 – Tu & Th 10:30-11:45 am**  
**CLASS CALENDAR—ASSIGNMENTS AND DUE DATES**  
 (Subject to change with timely notice)

<b>Date</b>	<b>Discussion/Activity/Notes</b>	<b>Due Dates</b>
Thursday 12/3	<b>CLASS DISCUSSION OF: Obscenity</b>	
<b>Week 16</b> Tuesday 12/8	<b>LAST DAY OF CLASS</b>	
<b>Monday</b> 12/14	<b>9:45- NOON - FINAL EXAM ON D2L</b>	