

POLS 2318: Politics, Groups & Society

Section 001

Fall 2022

Department of Social Sciences
Texas A&M University Corpus Christi

1 Instructor Information

Shane A. Gleason, PhD
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Office Hours: Mondays: 12:00pm-2:00pm
 Tuesdays: 3:30pm-5:30pm
 Wednesdays: 1:00pm-3:00pm
 and by appointment
Class Location: RFEB 104
Course Day/Time: TR: 12:30pm to 1:45pm

2 Course Description and Purpose

Law does not exist in a vacuum; rather it is influenced by the surrounding context, including people, politics, and social institutions. Of course, each society is also influenced by the laws it produces. This course explores this complex relationship in two major parts. First, we look at the actors, social forces, and governmental institutions that shape the law. In the second half of the class, we turn to the societal context to see how law and society interact in examples from contemporary society. Throughout the semester we will often employ case studies, where we take concepts we have discussed in class and apply them in order to highlight how the law impacts society and vice versa.

A key component of this class is the intersection between real world events and scholarly concepts. To this end, we will often pair book chapters with podcasts and guest speakers. Along the way, you'll write two short papers and a broader research project. Though this process may seem daunting, remember I am always happy to help.

Student Learning Outcomes

On completion of this course students will be able to:

1. Describe how law and society concepts interact.
2. Identify how law and society concepts apply to contemporary political movements.
3. Effectively research current political events using a variety of sources.

Core Objectives

The Four Core Objectives related to this course are: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility. By the end of the semester the course will have met these objectives:

1. By having the students engage in critical thinking activities related to contemporary political movements.
2. By having students engage in written, verbal, or visual activities related to law and society.
3. By having students critically engage with their thoughts on law and society.
4. By having students develop skills necessary to evaluate information related to law and society.

3 Course Format

While the class is technically lecture based, I find class is more fun when we have a discussion rather than me talking for seventy-five minutes. Please come prepared to discuss the readings/podcasts and with any questions you might have. It is okay if you don't understand them fully, but please come to class prepared to discuss the readings and with any questions you might have.

4 Requirements

Text

There is one required book which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule. Be sure to read all readings for each listed day *before* the lecture.

To allow for shipping time/financial aid, I provide the ISBN for the book in the syllabus and will place all of the first week's readings on Blackboard. After the first week I expect you to have the book and bring it with you to class. You may buy/rent whichever format (digital/print) works best for you.

1. Lippman, Matthew. 2022. *Law & Society*. 3rd Edition. Congressional Quarterly Press: Thousand Oaks, CA.
ISBN: 9781544392585

This course is worth 100 points which are broken up over several different items

- Exams: 30 points
 - Guest Speaker Notes: 10 points
 - Short Research Project: 30 points
 - Quizzes: 20 points
 - Participation: 10 points
1. **Exams (30 points)**—There are two exams, the first is worth 10 points the second is worth 20 points. That is to say they are collectively worth three letter grades. Exams consist of short identification terms and an essay. One week before the exam day, I will release the exam on Blackboard. By the due date, you must submit one completed exam. The exams are open book and open note. The first exam is due by midnight on Friday September 30. The second exam is due at the end of the final exam period specified by the University.

2. **Guest Speaker Notes (10 points)**— Over the course of the semester we will hear from five guest speakers. Within about 36 hours of each speaker, you will submit your notes from class that day. Each set of notes is worth 2 points. These are largely graded on a “did you do them?” basis; although with later notes you should incorporate feedback from earlier class discussions of notes. These notes will directly aid you on your final exam. Further information is available on the “Speaker Notes” handout on Blackboard.
3. **Short Research Project (30 points)**— You will write a short research paper addressing a contemporary political issue in the context of law and society. Since this is a big project, it will be broken up into several smaller assignments spaced roughly evenly over the course of the semester. I will provide you feedback at each step along the way, which will help guide you as you move forward. More details are provided in the Short Research Project Handout on Blackboard. For now though, suffice to say that the Statement of Interest is due August 26, the Outline is due September 23, the Rough Draft is October 21, and the Final Draft is due November 18.
4. **Quizzes (20 points)**— Over the course of the semester there will be periodic quizzes. All quizzes are due on the day listed on the syllabus by the start of class. They are all listed on the Quiz Schedule handout on Blackboard. The quizzes consist of five multiple choice questions. They are open note, but are timed at ten minutes with just one attempt, so I recommend taking the time to review your notes before taking the quiz. If you do the readings, you should have no problem with the quizzes. There will be a total of ten quizzes, each is ultimately worth 2 points toward your final grade.
5. **Participation (10 points)**— Class is more fun when it is not just me talking and I will accordingly call on students to provide summaries of the readings. I am aware, however, that not everyone is an outgoing person that enjoys talking. To this end, I consider active listening to be participation.

Assessment Scale

A: 90-100	B: 80-89.9	C: 70-79.9	D: 60-69.9	F: <59.9
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Disclaimer

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive. Some examples include same-sex marriage, gun control, protest movements, and transgender rights. These topics are included because we cannot adequately study American government without covering them. My personal policy is to remain neutral (I’m a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic.

5 Course Policies

Contacting the Instructor

I am happy to help you either via e-mail, or during office hours. If my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. Should you not hear from me after 48 hours, feel free to send a follow-up. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message.

Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper. The onus is on the student for a make-up exam. I will not seek you out to let you know you missed an exam.

Extra Credit

I offer extra credit on all but the first research paper assignment. You can get one point extra credit for visiting the writing center (remember, the course is only worth 100 points). Appointments are usually necessary. Just screenshot your confirmation or exit ticket and place it at the end of your paper.

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university's policy on academic dishonesty, please see the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note "plagiarism" includes intentionally, knowingly, or carelessly presenting the work of another as one's own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this with me the beginning of the semester to work out an appropriate strategy in advance.

Sexual Assault & Gender Based Discrimination

TAMUCC faculty is fully committed to supporting students and upholding an environment free of sexual violence and gender based discrimination. If a student chooses to confide in faculty (or other entities on campus) regarding an issues of sexual violence, dating violence, domestic violence and stalking it should be understood that faculty members are often obligated to report

this information. Students can choose to disclose their experience confidentially to the following resources:

- University Counseling Center
- Student Health Center

Academic Advising (for students with a majors in the College of Liberal Arts)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center using DegreeWorks. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted.

- **For all students with 0-45 hours earned** you will be advised by the **Islander Advising Center:** University Services Center (1st Floor), 361-825-3453.
- **For CLA students with more than 45 hours earned** you will be advised by the **CLA Academic Advising Office:** Faculty Center 148, 361-825-3466.

For all other colleges with more than 45 hours earned, you will be advised by the Advising Center that oversees your major:

- **College of Business:** OCNR 120, 361-825-2653
- **College of Education and Human Development:** FC 201, 361-825-2662
- **College of Nursing and Health Sciences:** IH (3rd Floor), 361-825-2799
- **College of Science and Engineering:** CI 350D, 361-825-3928

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to **University Center 324** and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a PowerFormSigner online. **November 4, 2022** is the last day to drop a class with an automatic grade of “W” this term.

Student Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure

13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

COVID-19 Campus Safety Measures

While the University does not require face coverings or vaccinations, we encourage every Islander to consider getting vaccinated, wear a face covering while indoors, and wash your hands frequently to aid in reducing the spread of COVID-19.

Anyone with COVID-19 symptoms should not report to campus. Students, faculty, and staff who test positive are required to report their test results to the University through our portal, and regardless of vaccination status, must self-isolate for 14 days. Those who come into close contact with someone who tests positive should:

- Fully Vaccinated people OR people who have had COVID-19 illness within the previous 3 months and have recovered do NOT need to self-isolate after contact with someone who has COVID-19 unless they have symptoms.
- Unvaccinated people must self-isolate after contact with someone who has COVID-19 for 14 days and continue to monitor for symptoms.

Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including

sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to the nearest safe exit.
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
 - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
 - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
 - Shelter in Place via Code Blue.
 - “Shelter-in-place” means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
 - Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/>

- For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

6 Tentative Course Schedule

A few notes about reading the course schedule:

- “*Lippman*” refers to the required Lippman book
- “(B)” means that reading can be found on Blackboard
- “AUDIO” means that reading is a podcast and can be found on Blackboard
- “VIDEO” means that reading is a video and can be found on Blackboard

Course Introduction

Tuesday August 23– Introduction to the Course

- *No readings*

The Role of Law in Society

Thursday August 25– What is the Law?

- “How to Read Your Textbooks.” (VIDEO)
- Lippman: Chapter 1

Tuesday August 30– Theories of Law

- Lippman: Chapter 2

Thursday September 1– Library Research Tutorial

- ***Class meets in Library 109***
- Guest Speaker: *Professor Jennifer Anderson, TAMU-CC Bell Library*
- Powner, Leanne. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. Congressional Quarterly Press: Washington. (Chapter 3: “Doing Pre-Research”). (B)

Tuesday September 6– Processing Politics

- Guest Speaker: *Ms. Ana Salazar, Associate Director, TAMU-CC Counseling Center*

Making the Law Happen: Formal Institutions

Thursday September 8– Courts & Judicial Preferences

- Lippman: Chapter 3 (65-101)
- McEvers, Kelly and Tom Dreisbach. 2020. “Essential Mitch: The Judges.” *Embedded*. **(AUDIO)**.

Tuesday September 13– The Executive & the Police

- Lippman: Chapter 3 (125-132)
- Novacic, Ines. 2021. “Defund the Police Made Headlines. What Does it Look Like Now?” *CBS News*. **(B/VIDEO)**

Thursday September 15– Policing in Context

- Guest speaker: *Chief Alan Guitierrez, Texas A&M University- Corpus Christi Police Department*
- Reveal. 2022. “Behind the Blue Wall.” *Center for Investigative Reporting*. **(AUDIO)**.

Tuesday September 20– Law & Social Change

- Lippman Chapter 6

Thursday September 22– Music & the Law Movements

- Guest Speaker: *Dr. Charles Hersch, Cleveland State University*.
- Hirsch, Lily E. 2012. *Music in American Crime Prevention and Punishment*. Ann Arbor, MI: University of Michigan Press. (ch 3 & 4) **(B)**

Tuesday September 27– Lawyers

- Lippman: Chapter 4
- Stevenson, Bryan. 2012. “We Need to Talk About an Injustice.” *TED Talks*. **(VIDEO)**.

Thursday September 29–Cause Lawyers

- Guest Speaker: *Matt Manning, JD, Webb Cason, & Manning, Corpus Christi Texas*.

Making Legal Change Happen: Formal and Informal Routes

Tuesday October 4– Critical Race Theory

- Lippman: Chapter 11 (454-502)
- Iati, Marissa. 2021. “What is Critical Race Theory, and why do Republicans Want to Ban it in Schools?” *Washington Post*. **(B/VIDEO)**

Thursday October 6– Black Lives Matter

- Consider This. 2022. “Taking Stock of What George Floyd’s Murder - And Life - Have Changed, Two Years Later.” *National Public Radio*. (**AUDIO**).

Tuesday October 11– Sex, Gender, & the Law

- Lippman Chapter 12 (525-534)
- Constitutional. 2017. “Gender.” *The Washington Post*. (**AUDIO**)

Thursday October 13– Abortion Rights in the Wake of *Jackson v. Dobbs*

- Staff. 2022. “Answers to Common Questions About Abortion Access.” *New York Times*. 1 July 2022. (**B**)
- Consider This. 2022. “Post-Roe America: A Chaotic Patchwork of Litigation.” *National Public Radio*. (**AUDIO**)

Tuesday October 18– Rape Culture & #metoo

- Hayes, Rebecca M., Rebecca L. Abbott, and Savannah Cook. 2016. “It’s Her Fault: Student Acceptance of Rape Myths on Two College Campuses.” *Violence Against Women*. 22(13): 1540-1555. (**B**)
- 60 Minutes. 2019. “Know My Name, Chanel Miller’s Story.” *CBS News*. (**VIDEO**)

Thursday October 20– Intersectionality

- Crenshaw, Kimberlee. 2016. “The Urgency of Intersectionality.” *TED Talks* (**VIDEO**)

Tuesday October 25– LGBTQIA+ Rights

- Gilreath, Shannon and Lydia E. Lavelle. 2016. “Sexual Identity.” In: *Sexual Orientation and Identity: Politics and Legal Analysis*. St. Paul, MN: West Academic Publishing. (**B**)
- Nour Younes, Samy. 2019 “A Short History of Trans People’s Long Fight for Equality.” *TED Talks*. (**VIDEO**)
- Bird, Jackson. 2017. “How to Talk (and Listen) to Transgender People.” *TED Talks*. (**VIDEO**)

Thursday October 27– The Consequences of LGBTQIA+ Discrimination

- Levitt, Heidi M. et al. 2009. “Balancing Dangers: GLBT Experience in a Time of Anti-GLBT Legislation.” *Journal of Counseling Psychology*. 56:67-81. (**B**)
- Only Human. 2016. “I’d Rather Have a Living Son Than A Dead Daughter.” *WNYC Radiolab*. (**AUDIO**).

Tuesday November 1– Immigration

- Lippman Chapter 11 (495-515 & 519-523)
- Constitutional. 2017. “Nationality.” *Washington Post*. (**AUDIO**)

Thursday November 3– Political Violence

- Greve, Joan E. and Lauren Gambino. 2022. “US Faces a New Era of Political Violence as Threats Against Lawmakers Rise.” *The Guardian*. 31 July 2022. (**B**)
- Reveal. 2021. “The Evolution of all-American Terrorism.” *Center for Investigative Reporting*. (**AUDIO**)

Tuesday November 8– White Nationalism & the Insurrection

- Al Letson Reveals. 2016. “A Frank Conversation with a White Nationalist.” *Center for Investigative Reporting*. (**AUDIO**)
- Reveal. 2022. “A Family Divided Over Jan. 6: ‘Traitors Get Shot.’” *Center for Investigative Reporting*. (**AUDIO**)

Thursday November 10– The Gun Debate

- More Perfect. 2017. “The Gun Show.” *WNYC Studios*. (**B**)

Tuesday November 15– Economic Class & Mental Health

- Leonhardt, David. 2022. “Friending Bias.” *New York Times*. 1 August 2022. (**B**)
- Reveal. 2022. “Handcuffed and Unhoused.” *Center for Investigative Reporting*. (**AUDIO**)

Thursday November 17– Mental Health in the Criminal Justice System

- Guest Speaker: *Hon. Missy Medary, 34th District Court*.

Tuesday November 22– Education

- Death, Sex & Money. 2022. “What Our Teachers are Carrying.” *WNYC Studios*. (**AUDIO**)
- Harris, Elizabeth A. and Alexandra Alter. 2022. “With Rising Book Bans, Librarians Have Come Under Attack.” *New York Times*. (**B**)

Thursday November 25– **THANKSGIVING DAY**

- *No class, enjoy your day!*

Tuesday November 29– Censorship & the Politics of Book Bans

- Browse through Dr. Price's website: <https://adventuresincensorship.com/>
- Guest Speaker: Dr. Richard Price, Weber State University.

Thursday December 1– Fake News

- Reveal. 2022. "Viral Lies." *Center for Investigative Reporting*. (AUDIO)
- Shellenbarger, Sue. 2016. "Most Students Don't Know When News is Fake, Stanford Study Finds." *Wall Street Journal*. (B)

Final Exam: Due via Blackboard by Thursday December 8 at 12:30pm.

7 Due Dates & Assignments

- **Week One**
 - Friday August 26: *Statement of Interest*
- **Week Two**
 - Tuesday August 30: *Quiz 1*
- **Week Three**
 - Tuesday September 6: *Quiz 2*
- **Week Four**
 - Tuesday September 13: *Quiz 3*
 - Friday September 16: *Chief Guterrez Notes*
- **Week Five**
 - Friday September 23: *Outline Upload*
 - Saturday September 24: *Dr. Hersch Notes*
- **Week Six**
 - Friday September 30: *Midterm Exam Upload*
 - Saturday October 1: *Prof. Manning Notes*
- **Week Seven**
 - Tuesday October 4: *Quiz 4*
- **Week Eight**
 - Tuesday October 11: *Quiz 5*
- **Week Nine**
 - Friday October 21: *Rough Draft Upload*
- **Week Ten**
 - Tuesday October 25: *Quiz 6*
- **Week Eleven**
 - Tuesday November 1: *Quiz 7*
- **Week Twelve**
 - Tuesday November 8: *Quiz 8*

- **Week Thirteen**

- Friday November 18: *Final Draft Upload*
- Saturday November 19: *Judge Medary Notes*

- **Week Fourteen**

- Tuesday November 22: *Quiz 9*

- **Week Fifteen**

- Tuesday November 29: *Quiz 10*
- Wednesday November 30: *Dr. Price Notes*

- **Final Exam Period**

- Thursday December 8: *Final Exam Upload*