

Constitutional Law Can be Fun– Summer Session 1 2015
The Evergreen State College
Master of Public Administration Program
June 23rd – July 23rd, Tuesday and Thursday 6 – 10 PM
Seminar II Room C 2109

Faculty	Email	Phone Office	Office hours
Michael Lane	lanem@evergreen.edu	x 6578 Lab 1 – 3010	By appt.

TESC MPA MISSION STATEMENT

“Be the Change”

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION

This course is a journey through the wonderful world of Constitutions. Through the use of film, workshops and seminar, various Constitutions will be explored. This includes a better understanding of the United States Constitution, its relation to States and Indian Tribes; comparative Constitutions from other countries; organizational and trust Constitutions, Human Rights, International Covenants, and the role of Constitutional principles in Public Administration. The underlying framework for this journey will be Constitutionalism.

Learning Objectives

1. Examine, context and evaluate contemporary ideas about governmental and organizational constitutions.
2. Understand the United States Constitution and the key rights derived from it..
3. Gain an understanding of Due Process
4. Engage in comparative analysis with various nation-state Constitutions.
5. Understand American Indian Tribal Constitutions.
6. Understand the concept of “good governance” and organizational constitutions.
7. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted to Canvas. All papers must meet assignment parameters and when citation is necessary, cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request writing assistance from faculty, and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Late assignments are accepted with prior permission of the faculty.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit, unless otherwise arranged with faculty.

Use of Electronic Devices: This course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

Credit: Students will receive 4 graduate credits at the completion of the course if requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a case-by-case basis. Refer to the MPA student handbook.

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late without prior faculty approval, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter, along with faculty evaluations of students. Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. **Evaluation interviews will not be conducted during class time.** After the final session you will make

arrangements to either have your evaluation interview over the phone or via skype, etc., or to come in and do it one on one.

Biculturalism, Multiculturalism & Diversity: Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. If you need to request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more. The Covenant negotiated in the first session is still applicable.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are permitted with prior approval of the faculty.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

Communication: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

Books and Other readings:

There are no books to purchase. All readings will be clearly designated in the preceding class and posted to Canvas. An email reminder will also be sent out.

Class Schedule

	Topics	Readings/Assignments Due
Class 1 June 23rd	Introduction: Constitutionalism and Constitutional Law	Assignment 1: In Class
Class 2 June 25th	Principles of Constitutions	Lecture/Assignment 2: In Class
Week 3 June 30th	Introduction: The United States of America Constitution	Lecture/Seminar
Class 4 July 2nd	US Constitution Amendments	Lecture/Film Seminar
Class 5 July 7th	Current Issues in US Constitutional Law	Lecture/Assignment 3 presentation/Seminar
Class 6 July 9th	Comparative Constitutions	Lecture/Workshop
Class 7 July 14th	Comparative Constitutional Rights and International Human Rights	Lecture/Workshop
Class 8 July 16th	Organizational Constitutions	Lecture/Workshop
Class 9 July 21st	Constitutional Issues in the Media and Entertainment	Lecture/ Film/ Assignment 4
Class 10 July 23rd	Constitutional Trivia	Trivia Night/ Assignment 5 and Assignment 6

Assignments:

Assignment 1: Read the posted Readings for Week 1 on Constitutionalism from the Stanford Encyclopedia of Philosophy Link Understanding Constitutions, as well as browse the website constitute.org and follow instructions in class for assignment completion.

Assignment 2: This is a Group Assignment. You will form a group of no more than 3 students and begin drafting a Constitution as per instructions given in class.

Assignment 3: Write an essay on a contemporary Constitutional issue in the United States. The essay is to be 1500 words and properly cited. There must be at least 4 sources from a journal or published book, and you may also use news sources. This paper will be presented in class.

Assignment 4: Write 1000 words reflecting on 2 of the Films seen in class highlighting the major themes relating to Constitutions and Constitutionalism.

Assignment 5: Group Assignment: Using the same group as in Week 1-Design questions for Constitutional Trivia. Each question must have four plausible answers and the group needs to come up with 10 questions. Draw from any of the readings, films, class presentations and the web site on Constitutions provided to class.

Assignment 6: Write a 3000 word paper on a nation-state or Indian Nation Constitution of your choice. The paper should provide a historical backdrop, constitutional issues past and present, and analysis of the nature of the Constitution. You need to include at least 6 peer reviewed articles or academic books in your citations. For extra credit you may also provide fun facts on your Constitution to present in class.