Applied Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Federalism Harkness: Abortion Policy and the ERA
Mr. Faulhaber

 **Discussion Questions: Think about: current state laws, trade-offs, societal costs, consequences, spirit of the times (era we are living in and its effect**)\_\_\_\_\_\_

Abortion:

* Who Rules?: Who should decide whether abortion restrictions (local, state, or the federal governments)?
* **To What Ends?: What Abortion Policies, if any would you support?/Which abortion laws passed might appear okay but are an undue burden on women and you would find them unconstitutional if you were a SCOTUS justice?**
* Ultrasound requirement before an abortion and/or a 24-hour waiting period
* Ban on late-term abortions, Abortion ban after 20 Weeks, or another time limited ban such as when a fetus could feel pain?
* requires the father of the baby to provide written consent before his wife is able to obtain an abortion or judicial bypass
* Denial of public funds to cover an abortion
* Requirement that a doctor must attempt to save the life of a baby born during a botched abortion procedure
* Requires a pregnant minor to obtain written consent from one parent or a judge in order to obtain an abortion.
* Requires doctors performing abortions to have hospital admitting privileges
* Eliminating any public funds to Planned Parenthood

Equal Rights Amendment (ERA):

* **Should the Equal Rights Amendment be ratified?**
* Is the ERA an unnecessary infringement on Federalism (like the Fourteenth)?
* Is the ERA unnecessary because of federal/state civil rights statutes that accomplish the same goal?
* Will the ERA have the unintended consequences of actually limiting women’s rights as its critics suggest?

**Expectations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**From the beginning of the year we have focused on civil discourse and the ability to discuss the big ideas that permeates the American culture in a respectful manner with the goal of developing a deep understanding of contemporary politics and the issues surrounding the political arena and their varying perspective.

* Each of you has a unique perspective based upon your own political socialization process built upon factors that no other member of this class shares. Share those perspectives and learn deeply from one another. Understand though the two most common complaints thus far have been some students have not come to class with the appropriate research done to be an active participant or to positively contribute to the goal of understanding the issue in greater depth and some students have refused to share with their classmates their unique perspective, experience, and/or research. Do the legwork to be an active contributor to a deeper understanding of the issue. Talk to share your perspective and research so others can learn from you but only if you have done your research.
* The Stanford experiment found that when educated citizens came together to share their opinion, polarization was reduced. Be willing to be open-minded and change your opinion. Do not be puritanical. Come in with the idea you do not know everything and humble enough to be aware that you might actually be wrong. In that vein, what you decide today should become more nuanced or change throughout the remainder of the year and your life

**Collaborative Discussion**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Do not be beholden to any pre-deliberation view and concentrate on what questions you have and what arguments you need to hear to change your mind. Your group should discuss each person’s opinion about the deliberation question, what they think should occur, what you need to know to change your mind; focusing on the following:

* Listen carefully to what others are saying.
* Understand and analyze what others are saying.
* Use relevant background knowledge, including life experiences, in a logical way.
* Remain engaged and respectful when controversy arises.
* Speak and encourage others to speak.
* Refer to the reading to support your ideas.

**Grading Rubric Directions: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Completed Chapter 3 Notes Textbook Notes (Then/Now 3-1 and 3-2, and Landmark Cases) Notes (pgs. 50-62)
\_\_\_\_\_ \_\_\_\_\_Completed Chapter 5 Civil Liberty Notes: pg. 113 Fourth Amendment (Privacy: Katz and Griswald, Lawrence v Texas)
\_\_\_\_\_ \_\_\_\_\_Completed Chapter 6: Civil Right "Privacy and Sex" Textbook Notes from pgs. 139-141 (Privacy and Sex Notes and pg. 140 Landmark Cases)
\_\_\_\_\_ \_\_\_\_\_Reviewed relevant cases from Mr. F’s Website to understand case law and relevant Supreme Court jurisprudence
\_\_\_\_\_ \_\_\_\_\_Watched *Griswald* and *Roe* C-SPAN Clips to better understand "Privacy and Sex" context and interpretation
**\_\_\_\_\_ \_\_\_\_\_**Completed *Roe v. Wade* Case Study Research to understands the dynamics of the case (look into Jane Roe and her position switch)\_\_\_\_\_ \_\_\_\_\_Completed “Ongoing Debate” Research to analyze what states have done, are doing, and will do for compare/contrast analysis
\_\_\_\_\_ \_\_\_\_\_**Add 2 Points (4%)** if you listened to the 37:40 Minutes NCC Podcast [**Louisiana Abortion Law at SCOTUS**](https://constitutioncenter.org/interactive-constitution/podcast/louisiana-abortion-law-at-scotus)
\_\_\_\_\_ \_\_\_\_\_Completed Chapter Notes from Textbook on ERA and Women's Rights (Section 6-2/pages 136-139) and BRI Webpage
**\_\_\_\_\_ \_\_\_\_\_**Read and took research notes on articles from BRI Think the Vote Website and Responded to Question
\_\_\_\_\_ \_\_\_\_\_Utilized Chapter notes, the podcast information, and other required research to understand the focus questions

\_\_\_\_\_ \_\_\_\_\_Read through **many** of the various articles or listened to the videos from the “ERA Articles, Websites and Videos” webpage section

\_\_\_\_\_ \_\_\_\_\_Talked with parent(s), guardian(s), and/or adult(s) in your life to gain a better understanding of the varying facets of the issue

\_\_\_\_\_ \_\_\_\_\_Conducted research on your own based upon the questions you still have to be effective in deliberation
\_\_\_\_\_ \_\_\_\_\_Attached and turned in Individual Research Notes with rubric and other documents **Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-15):**

\_\_\_\_\_ \_\_\_\_\_Provided evidence and Cited information from required prep during the Harkness
\_\_\_\_\_ \_\_\_\_\_Made reference to individual research including data, state, etc found or anecdotes and opinions from parents, peers, etc
\_\_\_\_\_ \_\_\_\_\_Arguments generated employed insight of the issue and were based more on research and **verifiable facts
\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion
\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed or asked Questions to develop a position
\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood; use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information and/or When asked a question, showed ability to think on feet providing clear main arguments

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant **but** did not hog the conversation
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness **Your Average** \_\_\_\_\_\_/15

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-05):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others **Your Average** \_\_\_\_\_\_/05

* **REFLECTION AND SELF-EVALUATION (1-05):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question  **Your Average** \_\_\_\_\_\_/05

 **TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**Reflection Questions:**

Learning involves some permanency. The discussion needs legs. After the Harkness and completing your self-evaluation, re-cap the conversation with your parent(s), guardian(s), adult(s) in your life about what you heard and reflect deeply on what was discussed.  **Answer each question and return with your rubric.**
QUESTION #1. How has your (and if time, your loved ones) initial thoughts on the subject and opinion questions evolved and/or become more nuanced through this exercise?

QUESTION #2. List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.

QUESTION #3. What classmate was most persuasive? What did you find persuasive? What classmate provided the best evidence and was the most prepared for the Harkness? Explain

QUESTION #4. What did you like and dislike about **the Harkness**? What can be done to improve the process to make it more meaningful i.e. more time, rubric changes, (for example, is point value/score for this activity, criterion required, were the point values in each section reasonable), fewer links or more links/info to research, etc.? How would you rank the value of the project (1-10)? Justify the ranking.

QUESTION #5. **OVERALL PERFORMANCE:** Explain what you did well on the project. Explain what could you could have done differently and would change if you were to complete this project again? How would you rate **your overall project performance** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Did the rubric give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.