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## **POLS 202: AMERICAN GOVERNMENT**

**Bellevue College (Summer 2015)**

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**Professor:** Timothy M. Jones, Ph.D. (Please call me “Tim” or “Dr. J”)

**Office:** A200B

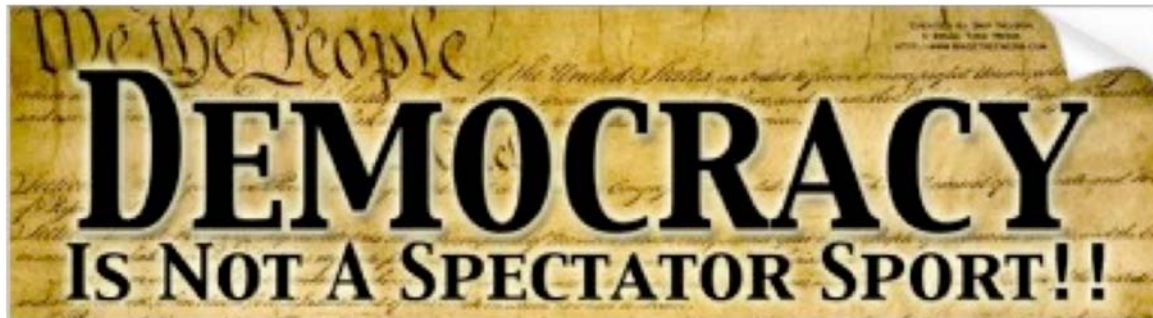
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**Course Website:** <https://bc.instructure.com/courses/1148125>

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**“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be” ~ Thomas Jefferson**

**“Democracy is not being, it is becoming. It is easily lost, but never fully won.” ~ William Hastie**

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### **COURSE DESCRIPTION**

This is an introductory course that is designed for students new to the study of American politics. By the end of the quarter, you should understand the structure of American government and have an increased ability to critically reflect on American politics. Specific topics of study include: the Revolution, the Constitution, Congress, the Presidency, the Supreme Court, civil rights, civil disobedience, patriotism, the role of money in politics, informed and active citizenship, and much more. This is not a current events course, but we will spend time on the discussion board each week addressing news topics related to the course content.

### **COURSE OBJECTIVES**

1. To develop a critical understanding of American government and politics.
2. To become more informed and discriminating consumers of political information.
3. To foster self-reflection about the rights and responsibilities of citizenship.

### **COURSE POLICIES**

This is a college-level course, which means *you are responsible for your own learning*. I will do my best to facilitate our interactions on-line in a fun and interesting way, and to

assess your learning fairly. I expect you to do your best to complete assignments in a timely and appropriate fashion, to log on to the course website each work day prepared for the day's work, and to actively participate in on-line discussions and activities. ***If you do not understand something you need to take the initiative to find out the answer***—post a question on the Ask the Professor discussion board, email me, etc. I cannot read minds so it is up to you to try to seek clarity when it is lacking.

### **RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS**

This course involves the discussion of controversial political issues. Remember that reasonable people often disagree. Your challenge and responsibility is to maintain civil discourse. We will achieve this by being respectful of each other and avoiding inflammatory, derogatory and insulting words, phrases and labels. Please use your common sense to avoid any other conduct that might distract or offend me or your classmates. Thank you!

### **A NOTE ABOUT IDEOLOGY**

I have no intention of trying to convert you to my belief system. The issues we will be exploring are often contentious and sometimes there will be no right or wrong answers. That being said, I believe there are good and bad arguments. Good arguments will be entertained on the discussion board (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

### **LATE ASSIGNMENTS AND MISSED EXAMS**

All major due dates are indicated on the calendar on our course website. Because I believe that one of the major lessons that students learn in college is the importance of meeting deadlines, I will not accept any late work unless it has been approved by me BEFORE the date it is due or you can document an emergency. ***All assignments turned in late will receive a grade of 0.0.*** Likewise, ***missed quizzes and exams will receive a grade of 0.0.*** Make-up exams will not be administered unless you receive prior permission from me or you can document a catastrophe (such as being medically unable to take the exam).

### **DISABILITY RESOURCES**

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132 and the reception desk phone number is 425-564-2498. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110. Finally, if you have either an apparent or non-apparent disability and require assistance in case of an emergency situation, such as a fire, earthquake, etc., please let me know early in the quarter so that we can develop an appropriate safety plan for you. Thank you.

### **ACADEMIC INTEGRITY**

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College ([http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_%28Procedures%29.asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.asp)). Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College and go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or send me a message via email.

## **COURSE MATERIALS**

The primary texts for the course are Schubert, Dye, and Zeigler's *The Irony of Democracy* (17<sup>th</sup> Edition) and Hennessey and McConnell's *The United States Constitution: A Graphic Adaptation*. Both books should be available in the bookstore, but they are probably cheaper online. They are currently priced at \$101.12 and \$15.59 respectively at Amazon.com. The former is available as an e-textbook for \$85.99 and as a rental for \$31.48. One copy of each text will also be made available for short-term check out (up to two hours) in the library. Finally, supplemental texts will be made available on our course website. To access the supplemental materials click on the "Modules" button and you will find them uploaded in the order in which they have been assigned. Please note that you are responsible for downloading (and reading and/or watching) all supplemental materials as they are assigned. For those of you who do not have a printer at home you can print in the student computer lab in the N-Building or if you prefer you can just read the materials on-line. Please also note that ***all assigned materials should be completed before the class session for which they are scheduled***, so that you can participate in discussions and other activities that I have planned. Any material covered by an assigned reading/video may be included in examination questions, regardless of whether it is specifically discussed on the discussion board. If adjustments are made to the reading/viewing schedule, you will be informed via the announcement board on our class website. The assigned reading/viewing is the core of this class—if you don't keep up you are going to find it hard to succeed. The quarter's tentative reading/viewing schedule appears at the end of this syllabus. Please review it carefully and let me know if you have any questions or concerns so that we can address potential issues before they become problems.

## **READING/VIEWING PROMPTS**

To help you get the most out of the course materials, you will be provided with a prompt for (nearly) every reading and video assigned in this course. These prompts will be made available at least one week before the reading is due and they will include a handful of reflection questions as well as a comprehensive list of key concepts. Each week's prompts can be found under the heading "Reading/Viewing Prompts" in the module for that week. I encourage you to engage with these prompts before, during, and after doing the reading. My primary purpose in creating these prompts is to help you focus on what is important in the assigned materials, to help you get ready for our discussions, and to help you prepare for assignments, quizzes, and exams. You are encouraged to print the reading prompts and write answers to the reflection questions that I have provided on the prompts themselves as well as to define the key concepts that I have listed. These prompts will prove to be a valuable resource on the midterm and final exams.

## KEEPING UP WITH THE NEWS

Please keep up with current events related to American government and politics. Our discussions on the discussion board will sometimes touch on current events and it is important that you keep up-to-date on the major political goings-on. Please find a few news sources that work for you (representing different mediums and viewpoints) and make a habit of reading, listening, and/or watching them throughout the quarter. If you have questions about the appropriateness of a particular news source for this class, please ask me sooner rather than later. I suggest that at least one of your sources be a national newspaper such as: the *New York Times* ([www.nytimes.com](http://www.nytimes.com)), the *Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), or the *Wall Street Journal* ([www.wsj.com](http://www.wsj.com)). I also encourage international sources such as the *BBC* ([www.bbc.co.uk](http://www.bbc.co.uk)) and *Al Jazeera* (<http://english.aljazeera.net>). If you speak another language I encourage you to follow the news in that language and bring that perspective to class.

## GRADED WORK

Citizenship Exam (Credit/No Credit)	(5 pts)	1%
Geography Quiz (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Profile Picture Assignment (Credit/No Credit)	(5 pts)	1%
Course Evaluation (Credit/No Credit)	(10 pts)	2%
Voter Registration Assignment (Credit/No Credit)	(10 pts)	2%
Citizen Pledge	(20 pts)	4%
Survey Assignment	(40 pts)	8%
Final Reflection	(40 pts)	8%
Political Action Assignment	(40 pts)	8%
Weekly Journal (10 pts per week)	(60 pts)	12%
Weekly Participation (~10 pts per week)	(60 pts)	12%
Midterm Exam	(100 pts)	20%
Final Exam	(100 pts)	20%
	<b>(500 pts)</b>	<b>100%</b>

## GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	470-500	94-100%	C	370-384	74-76%
A-	450-469	90-93%	C-	350-369	70-73%
B+	435-449	87-89%	D+	335-349	67-69%
B	420-434	84-86%	D	300-334	60-66%
B-	400-419	80-83%	F	0-299	59% & Below
C+	385-399	77-79%			

## CITIZENSHIP EXAM (5 PTS) (JULY 1<sup>ST</sup>)

Immigrants who want to become citizens have to meet a number of requirements, including passing a civics test that covers U.S. government and history. The test is conducted orally and in order to pass the test the applicant has to answer 6 out of 10 questions correctly. The

questions for this civics test are selected from a list of 100 sample questions. Some of the questions are easy—For example: “When do we celebrate independence day?” Others are more difficult. Presumably most of you are already American citizens so you should be able to pass the test. This particular assessment is a credit/no-credit quiz so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take five or ten minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of five points. I would like you to post your scores on the discussion board along with your reflections on the quiz and your performance. At the end of the week I will go back in and change your grade to either five points if you took the quiz and posted your results and reflections on the discussion board or zero points if you did not. To best way to access this assessment is to find in the Week One “Module,” but you can also access it by clicking on the “Quizzes” heading.

### **GEOGRAPHY QUIZ (5 PTS) (JULY 1<sup>ST</sup>)**

Like the Citizenship Exam above, this assessment is a credit/no-credit quiz so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take about two minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of five points. I would like you to post your scores on the discussion board along with your reflections on the quiz and your performance. At the end of the week I will go back in and change your grade to either five points if you took the quiz and posted your results and reflections on the discussion board or zero points if you did not. You need to take the quiz AND post your score and reflections on the discussion board to receive credit for this assessment. Good luck!

### **SYLLABUS QUIZ (5 PTS) (JULY 2<sup>ND</sup>)**

For this assignment you need to read the syllabus and answer ten logistical questions about the class. The quiz will be made available on our course website. To access the quiz just click on the “Quiz” button and you should see it. The purpose of this quiz is to make sure you (a) read the syllabus, (b) are familiar with the course schedule and my expectations, and (c) can navigate your way around our course website. I would recommend printing the syllabus so that you can easily refer to it during the quiz.

### **PROFILE PICTURE ASSIGNMENT (5 PTS) (JULY 2<sup>ND</sup>)**

For this assignment, you need to upload a profile picture of yourself to our course website. If you prefer not to share a picture of yourself, please upload an (appropriate) image with which you would like to be associated. Thank you!

### **COURSE EVALUATION (10 PTS) (THE WEEK OF AUGUST 13<sup>TH</sup>)**

This assignment involves filling out an online course evaluation before the end of the quarter. You will not be graded on how you evaluate the course, but rather on whether you evaluate it. In other words, this is a credit/no-credit assignment. Its purpose is for me to get feedback on the course and my role in it. Your feedback will be anonymous and I won't see it until after grades have been posted. More details will be made available toward the end of the quarter. Please let me know if you have questions before then.

### **VOTER REGISTRATION ASSIGNMENT (10 PTS) (DUE JULY 26<sup>TH</sup>)**

For this assignment, you need to register to vote by 11:59 PM on July 26<sup>th</sup>. Once you have registered to vote, all you need to do for this assignment is upload some sort of proof that you are registered (for example, a screen shot of the confirmation page if you registered online or a picture of your voter registration card if you have one). If you are registered in the state of Washington, one way to get proof is to log into the MyVote website and print and/or take a screen shot of your voting registration information. Please black out any information that you do not want to share with me (for example, your mailing and/or residential address). If you are registered to vote in another state there should be an equivalent website where you can download your voting information. If you are not a U.S. citizen or you are under eighteen you can still get credit for this assignment if you get one American citizen to register to vote and prove that they (are) registered. If you are philosophically against voting or being registered to vote, you may write a 500 word explanation of why you do not want to register. Please let me know if you have any questions.

### **CITIZEN PLEDGE (20 PTS) (DUE AUGUST 13<sup>TH</sup>)**

For this assignment, you need to write a citizen pledge that you will recite, record, and share on the course discussion board. *This assignment is due by 11:59 pm on Thursday, August 13<sup>th</sup>*. I encourage you to draw inspiration from other pledges, oaths, and inspiring texts, but the pledge that you write and recite needs to be your own. See the course website for more details on this assignment (including link to other pledges, oaths, and inspiring texts).

### **SURVEY WRITING ASSIGNMENT (40 PTS) (DUE JULY 12<sup>TH</sup>)**

This writing assignment requires you to conduct a survey of twenty questions to ten people. The first ten questions are drawn from the U.S. Citizenship exam and the second ten questions are drawn from the geography exam you took at the beginning of the quarter. You will need to make at least one front-to-back copy of the questionnaire provided in order to complete this assignment. This is an in-person interview survey—not a self-administered questionnaire—so you will need to read each question to each respondent. When the respondents give you an answer make sure you mark it down. It is important that you prevent the survey respondent from seeing the questionnaire itself. Once you have completed ten surveys, you will need to input the data that you collect into the excel template that I have provided for you on the course website. Once the data have been inputted, I would like you to analyze and reflect on the data in light of the first day's readings and our class discussion about civic ignorance. Your write-up should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Click on the "Assignments" button on the course website to see more detailed directions. Please let me know if you have any questions. *This assignment is due by 11:59 pm on Sunday, July 12<sup>th</sup>*.

### **ACTION ASSIGNMENT (40 PTS) (DUE AUGUST 2<sup>ND</sup>)**

This assignment requires you to choose a political issue that you care about, research it, take political action, and reflect on your action. Start by thinking about what political issues you care about and why you care about them. Choose an issue and do some research into what, if anything, is being done locally, nationally, or internationally in regards to this issue. Once you've decided on an issue, carefully decide on one or more actions that you would be willing to take that would help resolve this issue. For example, you might start a petition, contact an elected official, attend a political protest or rally, volunteer for a cause you believe in, etc. Please clear your action with me before doing it—if you don't you will be penalized. After you've acted, you need to write a one-to-two pages, single-spaced reflection on the issue that you chose, what you did, why you did it, and what you learned (both about the issue and about taking action). I would also like you to share an abbreviated version of this write-up with your classmates so they have a chance to engage with you about your action—these write-ups should be posted on the discussion board called "Action Assignment." The write-up for me should be one-two-two pages, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Click on the "Assignments" button on the course website to see more detailed directions for this assignment. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Sunday, August 2<sup>nd</sup>.***

**\*Success Tip:** Pick a political topic that you care about and clear your action with me early in the quarter so that you are not rushing to do something meaningless to both you and me at the last minute.

### **FINAL REFLECTION (40 PTS) (DUE AUGUST 13<sup>TH</sup>)**

For this assignment, I would like you to summarize what you have learned in this course about your rights and responsibilities as a citizen in a democracy. Please be specific and cite specific course content in your response (e.g., Bellamy, Carroll, Jefferson, King, Lincoln, Liu, Loeb, Wolf, Zinn, etc.). This write-up should be one-page minimum two two-pages maximum, single-spaced, typed with Times New Roman, 12 pt font, 1-inch margins, and a clear and descriptive title. You can choose whatever citation method you feel most comfortable with as long as you are consistent and it is clear where your ideas originated. I will be grading you on the clarity of your thinking and writing, the depth of your reflection, and the extent to which you incorporate the appropriate course content. I would recommend citing at least five to ten course materials to support your arguments in this reflection. Click on the "Assignments" button on the course website to see more detailed directions for this assignment. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Thursday, August 13<sup>th</sup>.***

### **WEEKLY JOURNAL (60 PTS) (DUE EVERY SUNDAY)**

I would like you to keep a reflective journal this quarter. The purpose of this journal is to stimulate your thinking about the material being covered in class and to serve as a starting point for on-line discussions. You are responsible for writing one outside-of-class journal entry per week for a total of seven entries. Each journal entry should be at least 300 words in length. Each week's journal prompts will be posted on our course website by 11:59 pm on Monday and you must complete your journal entry by 11:59 PM on Sunday. Each journal entry is worth ten points. Please let me know if you have any questions.

**\*Success Tip:** Take the journal prompts seriously and keep up with the assigned entries. Make sure you follow the instructions regarding the number of words.

### **WEEKLY DISCUSSION (60 PTS) (DUE EVERY SUNDAY)**

Each week I will post between approximately ten to fifteen discussion questions on the discussion board, which can be accessed via the “Discussions” link (on the left hand side of the course website) or via the “Modules” page. It is your responsibility, as a member of our class, to respond thoughtfully to not only to my questions, but also to your classmates’ comments—this requires reading (most of) your classmates’ comments. I would like at least four of your posts to be in response to a question that I pose and at least one of your posts to be in response to a something that a classmate posts. I would also like at least one but not more than two of your posts to be related to current events. To receive full credit on this portion of the class, you need to participate thoroughly in each week’s discussion. Your final grade will be based on the level of your involvement and the thoughtfulness of your contributions. I expect you to post throughout the week. Please don’t wait until the end of the week to post—if you do, your classmates will not benefit from your insights and you will be downgraded for doing so. I expect you to read (most of) your classmates’ posts and to make a minimum of five intellectually meaningful posts throughout the week. I recommend that you check the discussion board at least once a day between Monday and Friday. By checking the discussion board frequently, you will be able to identify more opportunities where you can add something to the conversation (thus improving your grade). Please follow the following guidelines when making posts.

- Your posts should be in sentence/paragraph format, and you should avoid “text message” grammar (that means no “u” instead of “you”).
- Please write complete sentences/paragraphs and fully explain and elaborate your points, using examples, evidence, and logic.
- Be precise about what you are saying; don’t be vague or general.
- Respond to the topic, not the author. This does not mean that you should ignore the person who wrote the original post, but it means you need to focus on the ideas in the post and how to further the conversation on the topic, not tell the author what you think of his or her post.
- Minimize prejudices, biases, unfounded beliefs, and emotional reactions.
- Feel free to be personal and interpersonal as this will help us bond as an online community, but please do not to go too far off onto personal tangents. In other words, I would like you to stay focused on the topics that I post for you. If you want to carry on other discussions, please use the “other” forum on the discussion site. The course content forums are reserved for addressing the course content of the week.
- Examples of good discussion posts include: clarifying or expanding the discussion if important points are unclear or missing; looking at the issue from another angle or perspective; adding pertinent information; and asking a question that forces your classmates to think more in depth about the topic.
- As much as possible, please cite page numbers and/or a web address so that your classmates can benefit from access to the sources of your information.
- I’m looking forward to an engaging and interesting discussion board!



**MIDTERM EXAM (100 PTS) (JULY 19<sup>TH</sup>)**

*Your midterm must be submitted by 11:59 pm on Sunday, July 19<sup>th</sup>.* This exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. A study-guide will be made available to you a week before the exam.

**\*Success Tip:** Keep up with the assigned material and do not leave your exam preparation until the night before the exam. I will provide you with a review sheet a week before the exam: take advantage of the review sheet and the reading prompts and let me know if you have questions.

**FINAL EXAM (100 PTS) (AUGUST 9<sup>TH</sup>)**

*Your final must be submitted by 11:59 pm on Sunday, August 9<sup>th</sup>.* Like the midterm, this exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. Also, like the midterm, a study-guide will be made available to you a week before the exam.

## **WEEK 1 TENTATIVE SCHEDULE CIVIC IGNORANCE AND PATRIOTISM**

### **Wednesday, July 1<sup>st</sup>, 2015—Civic Ignorance**

- Assigned Reading/Viewing (46 pgs/3 mins)
  - Jones: “Syllabus” (16 pgs)
  - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
  - Romano: “How Dumb Are We?” (4 pgs)
  - CNN: “Geography Greek to Young Americans” (1 pg)
  - Maher: “Maybe We Need A New Citizenship Exam” (2 mins)
  - Miss South Carolina: “Some People Don’t Have Maps” (1 min)
  - Speth: “We’re Number One” (1 pg)
- Assigned Activity
  - Citizenship Exam Due Today by 11:59 PM!
  - Geography Exam Due Today by 11:59 PM!

### **Thursday, July 2<sup>nd</sup>, 2015— Patriotism**

- Assigned Reading/Viewing (41 pgs)
  - Jefferson: “The Declaration of Independence” (pp. 345-346) (2 pgs)
  - Wolf: “Introduction” (pp. 3-12) (10 pgs)
  - Wolf: “Freedom Is Intended As A Challenge” (pp. 13-21) (9 pgs)
  - Beinart: “The War Over Patriotism” (pp. 1-7) (7 pgs)
  - Goldman: “Patriotism: A Menace to Liberty” (pp. 270-272) (3 pgs)
  - Zinn: “Patriotism” (pp. 111-120) (10 pgs)
- Assigned Activity
  - Profile Picture Assignment Due Today by 11:59 PM!
  - Syllabus Quiz Due Today by 11:59 PM!
  - Journal 1 Due Sunday by 11:59 PM!
  - Weekly Participation 1 Due Sunday by 11:59 PM!

### **Friday, July 3<sup>rd</sup>, 2015—Fourth of July Holiday**

- No school. Enjoy the three-day weekend!

## **WEEK 2 TENTATIVE SCHEDULE**

### **THE AMERICAN REVOLUTION AND U.S. CONSTITUTION**

#### **Monday, July 6<sup>th</sup>, 2015—The World View Problem**

- Assigned Reading/Viewing (53 pgs/19 mins)
  - McCraney: “Introduction” (pp. 1-15) (15 pgs)
  - McCraney: “Confirmation Bias” (pp. 27-31) (5 pgs)
  - McCraney: “The Third Person Effect” (pp. 166-169) (4 pgs)
  - Lakoff: “The Worldview Problem for American Politics” (pp. 24-37) (14 pgs)
  - Haidt: “The Moral Roots of Liberals and Conservatives” (19 mins)
  - Wolf: “Americans Deliberate with Their Neighbors” (pp. 173-187) (15 pgs)

#### **Tuesday, July 7<sup>th</sup>, 2015—The American Revolution**

- Assigned Reading/Viewing (37 pgs)
  - Wood: “The Radicalism of the American Revolution” (pp. 3-8) (6 pgs)
  - Zinn: “Tyranny Is Tyranny” (pp. 71-75) (5 pgs)
  - Zinn: “A Kind of Revolution” (26 pgs)

#### **Wednesday, July 8<sup>th</sup>, 2015—The Irony of Democracy**

- Assigned Reading/Viewing (21 pgs)
  - Schubert: “To the Student” (pp. xvii-xviii) (2 pgs)
  - Schubert: “Ch. 1: The Irony of Democracy” (pp. 1-19) (19 pgs)

#### **Thursday, July 9<sup>th</sup>, 2015—The U.S. Constitution**

- Assigned Reading/Viewing (97 pgs)
  - Hennessey: “The Graphic Constitution” (pp. 1-87) (87 pgs)
  - Schubert: “The Constitution of the United States of America” (pp. 369-378) (10 pgs)

#### **Friday, July 10<sup>th</sup>, 2015—Amendments to the U.S. Constitution**

- Assigned Reading/Viewing (62 pgs/7 mins)
  - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs)
  - Schubert: “Amendments to the Constitution” (pp. 378-385) (8 pgs)
  - Daily Show: “Weak Constitution” (7 mins)
- Assigned Activity
  - Journal 2 (Political Ideology) Due Sunday by 11:59 PM!
  - Weekly Participation 2 Due Sunday by 11:59 PM!
  - Survey Assignment Due Sunday by 11:59 PM!

## **WEEK 3 TENTATIVE SCHEDULE ELITES, MASSES, ELECTIONS, & THE MIDTERM**

### **Monday, July 13<sup>th</sup>, 2015—The Elite Consensus of the Founding Fathers**

- Assigned Reading/Viewing (30 pgs)
  - Schubert: “Ch. 2: The Elite Consensus of the Founding Fathers” (pp. 21-47) (27 pgs)
  - Zinn: “Some Truths Are Not Self-Evident” (pp. 110-112) (3 pgs)

### **Tuesday, July 14<sup>th</sup>, 2015—Elites in America**

- Assigned Reading/Viewing (36 pgs/21 mins)
  - Schubert: “Ch. 3: Elites in America” (pp. 49-76) (28 pgs)
  - Stiglitz: “Of the 1%, by the 1%, for the 1%” (pp. 1-6) (6 pgs)
  - Reich: Excerpt from *Inequality for All* (1 min)
  - Mother Jones: “It’s the Inequality Stupid” (1 pg)
  - YES Magazine: “Wealth Inequality in America” (6 mins)
  - NYT: “The Rich Get Richer Through the Recovery” (1 pg)
  - Oliver: “Wealth Gap” (14 mins)

### **Wednesday, July 15<sup>th</sup>, 2015—Masses in the United States**

- Assigned Reading/Viewing (27 pgs/17 mins)
  - Schubert: “Ch. 4: Masses in the United States” (pp. 77-103) (27 pgs)
  - Wilkinson: “How economic inequality harms societies” (17 mins)

### **Thursday, July 16<sup>th</sup>, 2015—Elections, Parties, and Democracy**

- Assigned Reading/Viewing (28 pgs/16 mins)
  - Schubert: “Elections, Parties, and Democracy” (pp. 129-156) (28 pgs)
  - Grey: “The Problems with First Past the Post Voting” (7 mins)
  - Grey: “The Alternative Vote Explained” (4 mins)
  - Grey: “Primary Elections Explained” (5 mins)

### **Friday, July 17<sup>th</sup>, 2015—The Electoral College**

- Assigned Reading/Viewing (17 pgs/16 mins)
  - Dahl: “Electing the President” (pp. 73-89) (17 pgs)
  - Grey: “How the Electoral College Works” (5 mins)
  - Grey: “The Trouble with the Electoral College” (7 mins)
  - Grey: “What If the Electoral College Is Tied?” (4 mins)
- Assigned Activity
  - Midterm Exam Due Sunday by 11:59 PM!
  - Journal 3 (Fact checking) Due Sunday by 11:59 PM!
  - Participation 3 Due by 11:59 pm on Sunday!

## WEEK 4 TENTATIVE SCHEDULE THE PARADOX OF CITIZENSHIP AND THE MEDIA

### Monday, July 20<sup>th</sup>, 2015—Take Back Your Government

- Assigned Reading/Viewing (34 pgs)
  - Carroll: “Ch. 1: You Can Do This,” “Ch. 2: You Need to Do This,” “Ch. 6: Registering Your Support or Opposition,” “Ch. 12: Calling Your Legislators,” “Ch. 13: Emailing Your Legislators,” “Ch. 14: Writing Your Legislators,” “Ch. 15: Using Petitions,” “Ch. 19: Advocacy for Busy People,” “Ch. 20: Advocacy for Youth Under Eighteen,” “Ch. 21: Research Problems and Solutions,” “Ch. 30: Other Ways to Be Involved,” & “Ch. 33: Putting It in Perspective” (34 pgs)

### Tuesday, July 21<sup>st</sup>, 2015—The Media

- Assigned Reading/Viewing (28 pgs/22 mins)
  - Schubert: “Ch. 5: The Media” (pp. 105-126) (22 pgs)
  - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
  - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) ( 2 pgs)
  - Pariser: “The Filter Bubble” (9 mins)
  - Oliver: “Native Advertising” (11 mins)
  - NPR: “I Forgot My Phone” (2 mins)

### Wednesday, July 22<sup>nd</sup>, 2015—Media Bias

- Assigned Reading/Viewing (83 pgs/6 mins)
  - Gladstone: “Introduction” (pp. xi-xxii), “In the Beginning,” “The American Exception,” & “Existential Angst” (pp. 3-34), “Bias” (pp. 60-70) & “War” (pp. 71-95) (81 pgs)
  - Solomon: “The MLK You Don’t See on TV” (pp. 1-2) (2 pgs)
  - CNN (Kalle Lasn on Buy Nothing Day Ad) (5 mins)
  - Be A Witness to Genocide: “Darfur Ad” (1 mins)

### Thursday, July 23<sup>rd</sup>, 2015—Freedom of the Press

- Assigned Reading/Viewing (121 mins)
  - *The Most Dangerous Man in America* (94 mins)
  - *Collateral Murder* (18 mins)
  - Colbert: “Interview with Julian Assuange” (6 mins)
  - The Guardian: “The NSA and Surveillance” (3 mins)

### Friday, July 24<sup>th</sup>, 2015—Elites and Organized Interests

- Assigned Reading/Viewing (37 pgs/18 mins)
  - Schubert: “Ch. 7: Elites and Organized Interests” (pp. 157-176) (20 pgs)
  - Lessig: “Introduction” (pp. 1-9) (9 pgs)
  - Lessig: “Good Souls, Corrupted” (pp. 13-20) (8 pgs)
  - Lessig: “We the People, and the Republic we must reclaim” (18 mins)
- Assigned Activity
  - Journal 4 (Freedom of the Press) Due by 11:59 PM on Sunday!

- Participation 4 Due by 11:59 pm on Sunday!
- Voter Registration Assignment Due by 11:59 PM on Sunday!

## **WEEK 5 TENTATIVE SCHEDULE**

### **MONEY IN PLITICS, CONGRESS, & THE PRESIDENCY**

#### **Monday, July 27<sup>th</sup>, 2015—The Problem With Money in Politics**

- Assigned Reading/Viewing (47 pgs)
  - Lessig: “What So Much Damn Money Does” (pp. 125-171) (47 pgs)

#### **Tuesday, July 28<sup>th</sup>, 2015—Citizens United**

- Assigned Reading/Viewing (36 pgs/12 mins)
  - Moyers: “Forward” (pp. xi-xviii) (8 pgs)
  - Clement: “Introduction” (pp. 1-6) (6 pgs)
  - Leonard: “The Story of Citizens United v. FEC” (9 mins)
  - Propublica: “Money Is Speech” (3 mins)
  - Lessig: “Reforms That Would Reform” (pp. 264-272) (9 pgs)
  - Lessig: “Conclusion” (pp. 309-317) (9 pgs)
  - Lessig: “What You Can Do, Now” (pp. 323-326) (4 pgs)

#### **Wednesday, July 29<sup>th</sup>, 2015— The Legislative Elite**

- Assigned Reading/Viewing (30 pgs/7 mins)
  - Schubert: “Congress: The Legislative Elite” (pp. 177-206) (30 pgs)
  - Colbert: Taxation without Representation in Washington, D.C. (7 mins)

#### **Thursday, July 30<sup>th</sup>, 2015— The Filibuster And Gerrymandering**

- Assigned Reading/Viewing (18 pgs/15 mins)
  - Odd Todd: The Fillibuster and You (2 mins)
  - DiClerico: “The Fillibuster” (pp. 174-184) (11 pgs)
  - NYT: “Fillibusters: The Senate’s Self-Inflicted Wound” (1 pg)
  - Grey: “Gerrymandering Explained” (5 mins)
  - Grey: “Multiple Party Gerrymandering” (4 mins)
  - Grey: “A Gerrymandering Solution” (4 mins)
  - NYT: “The Great Gerrymander of 2012” (1 pg)
  - NYT: “Imbalance of Power” (1 pg)
  - Mother Jones: “Now That’s What I Call A Gerrymander” (2 pgs)

#### **Friday, July 31<sup>st</sup>, 2015— The Presidency**

- Assigned Reading/Viewing (26 pgs/73 mins)
  - Schubert: “The Presidency” (pp. 213-238) (26 pgs)
  - *War Made Easy: How Presidents and Pundits Keep Spinning Us to Death* (2007) (73 mins)
- Assigned Activity
  - Journal 5 Due by 11:59 pm on Sunday!
  - Participation 5 Due by 11:59 pm on Sunday!
  - Action Assignment Due by 11:59 pm on Sunday!

## **WEEK 6 TENTATIVE SCHEDULE THE JUDICIARY, FEDERALISM, & CIVIL RIGHTS**

### **Monday, August 3<sup>rd</sup>, 2015— Elites in Black Robes**

- Assigned Reading/Viewing (20 pgs/5 mins)
  - Schubert: “Courts: Elites in Black Robes” (pp. 241-260) (20 pgs)
  - Colbert: “The Word – Original Spin” (5 mins)

### **Tuesday, August 4<sup>th</sup>, 2015—Federalism**

- Assigned Reading/Viewing (28 pgs/24 mins)
  - Schubert: “Federalism: State and Community Elites” (pp. 293-313) (21 pgs)
  - Madison: “Federalist #10” & “Federalist #51” (7 pgs)
  - Frontline: “The Pot Republic” (24 mins)

### **Wednesday, August 5<sup>th</sup>, 2015—Civil Rights**

- Assigned Reading/Viewing (24 pgs/60 mins)
  - Schubert: “Civil Rights: Diversifying the Elite” (pp. 315-338) (24 pgs)
  - Frontline: *A Class Divided* (60 mins)

### **Thursday, August 6<sup>th</sup>, 2015—Civil Disobedience**

- Assigned Reading/Viewing (19 pgs/113 mins)
  - Thoreau: “Civil Disobedience” (pp. 286-289) (4 pgs)
  - Canon: “The Constitutional Framework and the Individual” (1 pg)
  - Lincoln: “The Perpetuation of Our Political Institutions” (pp. 135-141) (6 pgs)
  - King: “Letter from Birmingham Jail” (pp. 142-149) (8 pgs)
  - PBS: *Freedom Riders* (113 mins)

### **Friday, August 7<sup>th</sup>, 2015—The Paradox and Dilemma of Citizenship**

- Assigned Reading/Viewing (29 pgs)
  - Bellamy: “What is citizenship, and why does it matter?” (pp. 1-26) (26 pgs)
  - Liu: “Democracy Is For Amateurs” (3 pgs)
- Assigned Activity
  - Journal 6 (Implicit Bias) Due Sunday by 11:59 PM!
  - Participation 6 Due Sunday by 11:59 PM!
  - Final Exam Due Sunday by 11:59 PM!

## WEEK 7 TENTATIVE SCHEDULE

### Monday, August 10<sup>th</sup>, 2015—Learned Helplessness/The Bystander Effect

- Assigned Reading/Viewing (29 pgs)
  - Loeb: “Introduction” (pp. 1-19) (19 pgs)
  - McCraney: “Learned Helplessness” (pp. 205-209) (5 pgs)
  - McCraney: “The Bystander Effect” (pp. 73-77) (5 pgs)

### Tuesday, August 11<sup>th</sup>, 2015—Good Enough Activism

- Assigned Reading/Viewing (24 pgs)
  - Loeb: “We Don’t Have to Be Saints” (pp. 34-57) (24 pgs)

### Wednesday, August 12<sup>th</sup>, 2015—Great Citizenship

- Assigned Reading (33 pgs)
  - Liu: “Great Citizenship” (pp. 41-73) (33 pgs)
- Assigned Activity
  - Evaluation Assignment Due by 11:59 PM Today!
  - Citizen Pledge Due by 11:59 PM Today!

### Thursday, August 13<sup>th</sup>, 2015—What Can Students Do?

- Assigned Reading (14 pgs)
  - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
  - Schubert: “What Can Students Do?” (2 pgs)
  - Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)
- Assigned Activity
  - Participation 7 Due Today by 11:59 PM!
  - Final Reflection Due Today by 11:59 PM!
  - Citizen Pledge Due Today by 11:59 PM!
  - Course Evaluation Due Today by 11:59 PM!