

POLITICAL SCIENCE 202—AMERICAN GOVERNMENT
Spring Quarter 2015

Hours and Location:

Monday and Wednesday from 12:30 p.m. - 2:20 p.m.

L 221

Office hours by appointment

Instructor:

Nicholas Price (Please call me Nick!)

J.D., Harvard Law School

B.A., University of Washington, Seattle

Member, Washington State Bar Association

The instructor is a lawyer licensed to practice in Washington State, but neither the course, nor lectures, nor anything else related to the course constitutes legal advice. *This course only presents an overview of American government and does not provide adequate tools for you to appropriately analyze real-world legal situations.*

Lawyers spend their entire careers focusing on the material we'll survey during single course sessions. Individuals should therefore seek the advice of licensed and qualified legal counsel and enter into an attorney-client relationship when seeking legal advice.

Course Materials*:

The primary texts for the course is Schubert, Dye, Zeigler, and Schubert's *The Irony of Democracy* (16th Edition). 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 in lecture. 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. Please review the modules section carefully and let me know if you have any questions or concerns so that we can address potential issues before they become problems.

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, I hope you will have a basic understanding of 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.

Course Objectives:

- To develop a critical understanding of American government and politics.

- To become more informed and discriminating consumers of political information.
- 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 and to assess your learning fairly. I expect you to do your best to complete assignments in a timely and appropriate fashion and to attend class each day. If you do not understand something you need to take the initiative to find out the answer. 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 said, there are good and bad arguments. Good arguments will be entertained (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

Keeping Up With the News:

Please keep up with current events related to American government and politics. 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), the Washington Post (www.washingtonpost.com), or the Wall Street Journal (www.wsj.com). I also encourage international sources such as the BBC (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.

E-Mail Etiquette:

Please *only message me on Canvas*--I set aside time specifically to respond to Canvas messages. Messaging me on Canvas will ensure the quickest possible response.

You should strive to use professional-grade, typo-free writing when drafting electronic messages. Your attention to detail reflects your professionalism; I don't take typos personally, I just want to prepare you for the real world. You should also employ the below conventions.

Please include in Canvas message subject lines: 1) an identification of both the class; and 2) the matter (example: "POLS 202—Week 3 Quiz; NOT "question"). Most professionals receive dozens—*if not hundreds*—of e-mails every day. The subject line provides an opportunity to summarize your request and allows the reader to appropriately triage your question.

Also, if you do not receive a reply from me within 48 hours (longer on weekends/holidays), it could mean that, for whatever reason, I did not receive your message. If I do not respond, please feel free to send me another message to ensure that I've received your message.

You are responsible for confirming receipt of any message. Consequences for any glitches resulting from not following these or any other instructions are your responsibility--you are training for a college-educated career and should act as if every responsibility is your own.

Grades will be awarded as follows:

GRADE	POINTS	PERCENTAGE
A	4.0	92-100
A-	3.7	90-91
B+	3.3	88-89
B	3.0	82-87
B-	2.7	80-81
C+	2.3	78-79
C	2.0	72-77
C-	1.7	70-71
D+	1.3	68-69
D	1.0	62-67
F	0.0	BELOW 62

*All assignment due dates are posted under the "modules" section on Canvas. All assignment descriptions are posted under the

"assignment" section on Canvas. Assignments will be unlocked during the few weeks before their due dates.*

Class Participation (5%)

You will be awarded participation points based on your regular class attendance, participation, and completing of in-class exercises.

Citizenship Exam (2%)

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 ten points. At the end of the week I will go back in and change your grade to either five points if you took the quiz or zero points if you did not. The best way to access this assessment is to find in the Week One “Module.”

Geography Quiz (2%)

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. At the end of the week I will go back in and change your grade to either five points if you took the quiz or zero points if you did not. Good luck!

Profile Picture Assignment (1%)

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 (2%)

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.

Citizen Pledge (3%)

For this assignment, you need to write a citizen pledge. 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.

Political Action Memo (Version One—5%, Final Version—30%)

For this assignment, you'll draft a 4-6 page single-spaced memo that identifies a political issue that you'd like lawmakers to handle differently. After describing the background of the issue, you'll summarize the different mechanisms available for political action, describing the pros and cons of each approach. Finally, you'll

choose a mechanism and take political action; examples might include writing a letter to a lawmaker, attending a protest, or even creating a grassroots organization. Initially, you'll submit a "draft" of the memorandum, and I'll provide highly-detailed, redlined feedback, including links to writing improvement websites. You'll then use my feedback to create a finalized memo. Specific details for the memo will be discussed during class and posted on Canvas.

Reading Reflections (20%)

You'll submit a 1 page, single-spaced essay elaborating on a topic from your reading on three occasions this quarter. Details will be posted on Canvas in the "assignment" section during the third week of class.

Final Exam (30%)

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.

Academic Integrity:

If you choose to cheat, steal, or plagiarize, then you will receive a zero for the assignment. You might also receive a failing grade for the course.

Cheating includes, but is not limited to, copying answers on exams, glancing at nearby exams, turning in assignments or papers that have been used in other classes, and giving or receiving help during an exam. Cheating includes, but is not limited to, purchasing or selling notes, assignments, or examination materials.

Stealing includes, but is not limited to, using the text, notes, exams, library books or other personal property of others without their permission.

Plagiarism is presenting the words, ideas, and/or work of others as your own. It includes, but is not limited to, using other's papers as one's own and including parts of published works without giving credit where credit is due.

Late Policy:

All assignments are due on the dates specified below unless you are notified otherwise. Late assignments receive zero points.

If you are experiencing difficulties comprehending or completing the material, are experiencing personal hardship, or otherwise need to make any other arrangements, please contact me as soon as possible. *In order for me to grant an exception to the standard grading policies, you must e-mail me BEFORE the due date of the particular assignment with documentation of an excuse (e.g., a doctor's note, etc.).*

Affirmation of Inclusion:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Code of Honor:

By being a student in this course you acknowledge that you are a part of a learning community at Bellevue College that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.

Accommodations:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or 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 DRC as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call at 425-564-2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Application information and other helpful links are available at www.bellevuecollege.edu/drc.

Public Safety:






















































The Bellevue College Public Safety services provide personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425-564-2400. Public Safety is located in K100 and on the web at <http://bellevuecollege.edu/publicsafety/> for campus emergency preparedness information, campus closure announcements, and critical information in the event of an emergency.





















* The syllabus and classroom policies are borrowed in part from Dr. Michael S. Brown and Dr. Timothy Jones.

[View Progress](#)[+ Module](#)

State of the Union?




















 Wednesday, April 8		
 Assigned Reading/Viewing		
  Shenkman (Gross Ignorance) (pp. 13-36) (24 pgs)		
  Romano (How Dumb Are We?) (pp. 1-4) (4 pgs).pdf		
  Maher (Maybe We Need A New Citizenship Test) (2 mins)		
 Please complete the below material by next Monday, April 13		
  Speth (We're Number One) (1 pg)		
  World Public Opinion (American Public Vastly Overestimates Amount of U.S. Foreign...		
  Miss Teen South Carolina (A Lot of People Out There Don't Have Maps) (1 min)		
  McRaney (Introduction - Self Delusion) (pp. 1-15).pdf		
  McRaney (Confirmation Bias) (pp. 27-31) (5 pgs).pdf		
  McRaney (The Third Person Effect) (pp. 166-169) (4 pgs).pdf		
  Lakoff (The Worldview Problem for American Politics) (pp. 24-27) (14 pgs).pdf		
  Haidt (The Moral Roots of Liberalism and Conservativism) (19 mins)		

⋮	 Jonathan Haidt on the Colbert Report (6 mins)			 ▾	⋮
⋮	 Iyengar (Mind the Gap) (pp. 1-4) (4 pgs).pdf			 ▾	⋮
⋮	 CNN--Geography Greek to Many Americans.pdf			 ▾	⋮
⋮	Monday, April 13			 ▾	⋮
⋮	 Geography Quiz	Apr 13 5 pts		 ▾	⋮
⋮	 Citizenship Exam	Apr 13 5 pts		 ▾	⋮
⋮	 Post Your Profile Picture	Apr 13 5 pts		 ▾	⋮

⋮ ▾ The Declaration of Independence



⋮	Wednesday, April 15			 ▾	⋮
⋮	Assigned Reading/Viewings			 ▾	⋮
⋮	The American Revolution			 ▾	⋮
⋮	 Wood (The Radicalism of the American Revolution) (pp. 3-8) (6 pgs).pdf			 ▾	⋮
⋮	 Zinn (Tyranny Is Tyranny) (pp. 71-75) (5 pgs).pdf			 ▾	⋮
⋮	 Zinn (A Kind of Revolution) (pp. 77-101) (25 pgs).pdf			 ▾	⋮
⋮	The Declaration of Independence			 ▾	⋮

⋮	📄 Bardes (The Declaration of Independence) (pp. 345-346) (2 pgs).pdf	✓	⚙️ ▾
⋮	📄 Wolf (Introduction) (pp. 3-12) (10 pgs).pdf	✓	⚙️ ▾
⋮	📄 Wolf (Freedom Intended As A Challenge) (pp. 13-21) (9 pgs).pdf	✓	⚙️ ▾
⋮	Deliberative Democracy	✓	⚙️ ▾
⋮	📄 Wolf (Americans Deliberate with Their Neighbors) (pp. 173-187) (15 pgs).pdf	✓	⚙️ ▾
⋮	Monday, April 20	✓	⚙️ ▾
⋮	The Irony of Democracy	✓	⚙️ ▾
⋮	Schubert: "To the Student" (pp. xix-xx) (2 pgs)	✓	⚙️ ▾
⋮	Schubert: "Ch. 1: The Irony of Democracy" (pp. 1-19) (19 pgs)	✓	⚙️ ▾
⋮	The Paradox of Citizenship	✓	⚙️ ▾
⋮	📄 Bellamy What is Citizenship and why does it matter.PDF	✓	⚙️ ▾
⋮	📄 Liu (Democracy Is for Amateurs) (pp. 1-3) (3 pgs).pdf	✓	⚙️ ▾
⋮	📄 Reading Response 1 DUE at 11:59 p.m.	Apr 12 10 pts	☁️ ⚙️ ▾

⋮ ▾ The U.S. Constitution



⋮	Wednesday, April 22	✓	⚙️ ▾
⋮	The U.S. Constitution	✓	⚙️ ▾

⋮	Schubert: “The Constitution of the United States of America” (pp. 369-378) (10 pgs)	✓	⚙️ ▾
⋮	Amendments to the U.S. Constitution	✓	⚙️ ▾
⋮	Schubert: Amendments to the Constitution” (pp. 378-385) (8 pgs)	✓	⚙️ ▾
⋮	🔗 Daily Show: “Weak Constitution” (7 mins)	✓	⚙️ ▾
⋮	The Elite Consensus and the Founding Fathers	✓	⚙️ ▾
⋮	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).pdf	✓	⚙️ ▾
⋮	The Judiciary	✓	⚙️ ▾
⋮	Schubert: “Courts: Elites in Black Robes” (pp. 237-256) (20 pgs)	✓	⚙️ ▾
⋮	Interpreting the Constitution	✓	⚙️ ▾
⋮	☁️ Canon (pp. The Federal Judiciary - Interpreting the Constitution%. 154-117) (24 pgs).pdf	✓	⚙️ ▾
⋮	🔗 Colbert: “The Word – Original Spin” (5 mins)	✓	⚙️ ▾

⋮ ▾ ELITES, MASSES, INEQUALITY AND CIVIL DISOBEDIENCE




































































⋮	Monday, April 27	✓	⚙️ ▾
⋮	Elites in America	✓	⚙️ ▾
⋮	Schubert: “Ch. 3: Elites in America” (pp. 49-74) (26 pgs)	✓	⚙️ ▾

⋮	Inequality in America	✓	⚙️ ▾
⋮	📎 Stiglitz (Of the 1 Percent) (pp. 1-4) (4 pgs).pdf	✓	⚙️ ▾
⋮	🔗 “Mind-Blowing” U.S. Wealth Inequality	✓	⚙️ ▾
⋮	🔗 Porter: Inequality in America	✓	⚙️ ▾
⋮	🔗 The Rich Get Richer Through the Recovery	✓	⚙️ ▾
⋮	🔗 It's the Inequality, Stupid	✓	⚙️ ▾
⋮	🔗 How economic inequality harms societies	✓	⚙️ ▾
⋮	🔗 Warren Buffett's Tax Rate is Lower than His Secretary's	✓	⚙️ ▾
⋮	Masses in the United States	✓	⚙️ ▾
⋮	Schubert: “Ch. 4: Masses in the United States” (pp. 75-101) (27 pgs)	✓	⚙️ ▾
⋮	Wednesday, April 29	✓	⚙️ ▾
⋮	Civil Disobedience in Theory	✓	⚙️ ▾
⋮	🔗 King--Letter from a Birmingham Jail	✓	⚙️ ▾
⋮	📎 Thoreau (Civil Disobedience) (pp. 286-289) (4 pgs).pdf	✓	⚙️ ▾
⋮	Civil Disobedience in Practice	✓	⚙️ ▾
⋮	🔗 PBS: Freedom Riders (113 mins)	✓	⚙️ ▾
⋮	📎 Reading Response 2 DUE at 11:59 p.m.	Apr 22 10 pts	⚙️ ▾

The Media



 Monday, May 4			
 The Filter Bubble			
  Postman (Amusing Ourselves to Death Cartoon).pdf			
  Waters (Electronic Isolation Gives Us Cold Comfort) (pp. 1-2) (2 pgs).pdf			
  Beware online "filter bubbles"			
  Our Cultural Addiction To Phones. In One Disconcerting Video			
 The Media			
 Schubert: "Ch. 5: The Media" (pp. 103-124) (22 pgs)			
 The Influencing Machine			
  Gladstone (Introduction) (pp. xi-xxii) (12 pgs).pdf			
  Gladstone (In the Beginning The American Exception Existential Angst). 3-34) (32 pgs).pdf			
  Gladstone (Bias) (pp. 60-70) (11 pgs).pdf			
  Kalle Lasn on CNN Buy Nothing Day			
  Be a Witness to the Darfur Genocide			

⋮	Wednesday, May 6	✓	⚙️ ▾
⋮	The Most Dangerous Man in America	✓	⚙️ ▾
⋮	🔗 The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers	✓	⚙️ ▾
⋮	🔗 Collateral Murder - Wikileaks - Iraq	✓	⚙️ ▾
⋮	The MLK You Don't See on TV	✓	⚙️ ▾
⋮	📄 Solomon (The Martin Luther King You Don't See on TV) (pp. 1-2) (2 pgs).pdf	✓	⚙️ ▾
⋮	📄 West (Dr. King Weeps From His Grave) (3 pgs).pdf	✓	⚙️ ▾
⋮	🔗 MLK: A Call To Conscience	✓	⚙️ ▾

⋮ ▾ Elections



⋮	Monday, May 11	✓	⚙️ ▾
⋮	Elections in the United States	✓	⚙️ ▾
⋮	Schubert: "Elections, Parties, and Democracy" (pp. 127-154) (28 pgs)	✓	⚙️ ▾
⋮	Elements of the U.S. Electoral System	✓	⚙️ ▾
⋮	🔗 Primary Elections Explained	✓	⚙️ ▾
⋮	🔗 The Problems with First Past the Post Voting Explained	✓	⚙️ ▾
⋮	🔗 The Alternative Vote Explained	✓	⚙️ ▾

⋮	The Electoral College	✓	⚙️ ▾
⋮	📄 Dahl (Electing the President) (pp. 73-89) (17 pgs).pdf	✓	⚙️ ▾
⋮	🔗 How the Electoral College Works	✓	⚙️ ▾
⋮	🔗 The Trouble with the Electoral College	✓	⚙️ ▾
⋮	🔗 What If the Electoral College is Tied?	✓	⚙️ ▾
⋮	Wednesday, May 13	✓	⚙️ ▾
⋮	Take Back Your Government	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 1 - You Can Do This) (pp. 3-4).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 2 - You Need to Do This) (pp. 5-11).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 6 - Registering Your Support or Opposition) (pp. 29-31).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 12 - Calling Your Legislators) (pp. 53-54).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 13 - Emailing Your Legislators) (pp. 59-60).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 14 - Writing Your Legislators) (pp. 59-60).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 15 - Using Petitions) (pp. 61-63).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 19 - Advocacy for Busy People) (pp. 77-78).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 20 - Advocacy for Youth Under Eighteen) (pp. 79-83).pdf	✓	⚙️ ▾
⋮	📄 Carroll (Ch. 30 - Other Ways to Be Involved) (pp. 133-136).pdf	✓	⚙️ ▾

 [Carroll \(Putting It In Perspective\) \(p. 143\) \(1 pg\).pdf](#)

▼ Money In Politics



Monday, May 18



Citizens United



[Moyers \(Foreward\) \(pp. xi-xviii\) \(8 pgs\).pdf](#)



[Clement \(Introduction\) \(pp. 1-6\) \(6 pgs\).pdf](#)



[The Story of Citizens United v. FEC \(2011\)](#)



[Money is Speech: A Musical History of Campaign Finance](#)



Money in Politics



[Clement \(Introduction\) \(pp. 1-6\) \(6 pgs\).pdf](#)



[We the People, and the Republic we must reclaim](#)



[Lessig \(Introduction\) \(pp. 1-9\) \(9 pgs\).pdf](#)



[Lessig \(Good Souls, Corrupted\) \(pp. 13-20\) \(8 pgs\).pdf](#)



[Lessig \(Good Questions, Raised\) \(pp. 21-36\) \(17 pgs\).pdf](#)



What So Much Damn Money Does



[Lessig \(What So Much Damn Money Does\) \(pp. 125-171\) \(47 pgs\).pdf](#)



⋮	Reforming the System	✓	⚙️ ▾
⋮	☁️ Lessig (Reforms That Would Reform) (pp. 264-272) (9 pgs).pdf	✓	⚙️ ▾
⋮	☁️ Lessig (Conclusion) (pp. 309-317) (9 pgs).pdf	✓	⚙️ ▾
⋮	☁️ Lessig (What You Can Do, Now) (pp. 323-326) (4 pgs).pdf	✓	⚙️ ▾

⋮ ▾ CONGRESS AND THE PRESIDENCY



⋮	Wednesday, May 20	✓	⚙️ ▾
⋮	The Legislative Elite	✓	⚙️ ▾
⋮	Schubert: "Congress: The Legislative Elite" (pp. 177-206) (30 pgs)	✓	⚙️ ▾
⋮	The Filibuster	✓	⚙️ ▾
⋮	☁️ DiClerico (The Filibuster) (pp. 174-184) (11 pgs).pdf	✓	⚙️ ▾
⋮	🔗 The Filibuster and You: An Odd Todd Cartoon	✓	⚙️ ▾
⋮	Monday, May 25--NO CLASS	✓	⚙️ ▾
⋮	Wednesday, May 27	✓	⚙️ ▾
⋮	📎 Version 1: Political Action Memo	May 22 100 pts	☁️ ⚙️ ▾
⋮	Gerrymandering	✓	⚙️ ▾
⋮	🔗 GERRYMANDERING Trailer	✓	⚙️ ▾

⋮	Gerrymandering Explained	✓	⚙️ ▾
⋮	Multiple Party Gerrymandering	✓	⚙️ ▾
⋮	The Shortest-Splitline Algorithm: a Gerrymandering Solution	✓	⚙️ ▾
⋮	The Great Gerrymander of 2012	✓	⚙️ ▾
⋮	Imbalance of Power	✓	⚙️ ▾
⋮	Editorials: Now That's What I Call Gerrymandering! Mother Jones	✓	⚙️ ▾
⋮	The Presidency	✓	⚙️ ▾
⋮	Schubert: "The Presidency" (pp. 209-228, 235-236) (22 pgs)	✓	⚙️ ▾

⋮ ▾ FEDERALISM AND CIVIL RIGHTS



⋮	Monday, June 1	✓	⚙️ ▾
⋮	Federalism	✓	⚙️ ▾
⋮	Schubert: "Federalism: State and Community Elites" (pp. 289-309) (21 pgs)	✓	⚙️ ▾
⋮	☁️ Madison (Federalist No. 51) (3 pgs).pdf	✓	⚙️ ▾
⋮	Civil Rights	✓	⚙️ ▾
⋮	Schubert: "Civil Rights: Diversifying the Elite" (pp. 311-334) (24 pgs)	✓	⚙️ ▾

⋮	Race to Incarcerate	✓	⚙️ ▾
⋮	📄 Mauer (Introduction) (pp. 2-18) (17 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (The Rise of the Movement) (pp. 18-24) (7 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (The Triumph of Tough on Crime) (pp. 25-32) (8 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (The Rock Gets Rolling) (pp. 33-37) (5 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (Kemba Smith - A Case of Extreme Sentencing) (pp. 48-54) (7 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (Crime As Politics - The Clinton Years) (pp. 55-65) (11 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (Crime As Politics - The George W. Bush Years) (pp. 66-72) (7 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (The Prison-Crime Connection) (pp. 73-79) (7 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (Color-Coded Justice) (pp. 80-88) (9 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (The War on Drugs and African Americans) (pp. 89-100) (12 pgs).pdf	✓	⚙️ ▾
⋮	📄 Mauer (A New Direction) (pp. 101-108) (8 pgs).pdf	✓	⚙️ ▾
⋮	Wednesday, June 3	✓	⚙️ ▾
⋮	The War on Drugs	✓	⚙️ ▾
⋮	🔗 The House I Live In	✓	⚙️ ▾
⋮	Discrimination and Prejudice	✓	⚙️ ▾
⋮	🔗 A Class Divided	✓	⚙️ ▾























































[Implicit Association Test](#)




RESPONSIBLE CITIZENSHIP



 Monday, June 8	 
 The War Over Patriotism	 
  Beinart (The War Over Patriotism) (pp. 1-6) (6 pgs).pdf	 
  Goldman (On Patriotism) (pp. 1-2) (pgs).pdf	 
  Zinn (Patriotism) (pp. 111-119) (9 pgs).pdf	 
 Learned Helplessness and the Bystander Effect	 
  Loeb (Introduction) (pp. 1-19) (19 pgs).pdf	 
  McRaney (Learned Helplessness) (pp. 205-209) (pgs).pdf	 
  McRaney (The Bystander Effect) (pp. 73-77) (5 pgs).pdf	 
 Good Enough Activism	 
  Loeb (We Don't Have to Be Saints) (pp. 34-57) (24 pgs).pdf	 
 Wednesday, June 10	 
 Great Citizenship	 
  Liu (Great Citizenship) (pp. 41-73) (33 pgs).pdf	 

⋮	The Optimism of Uncertainty			✓	⚙️ ▾ _
⋮	☁️ Loeb (The Ten Suggestions) (pp. 357-358) (2 pgs).pdf			✓	⚙️ ▾ _
⋮	Schubert: "What Can Students Do?" (pp. 367-368) (2 pgs)			✓	⚙️ ▾ _
⋮	☁️ Zinn (The Optimism of Uncertainty) (pp. 63-72) (10 pgs).pdf			✓	⚙️ ▾ _
⋮	Monday, June 15			✓	⚙️ ▾ _
⋮	 Political Action Memo Final Version: DUE at 11: 59 P.M.	Jun 8	100 pts	☁️	⚙️ ▾ _
⋮	Wednesday, June 17--FINAL EXAM--11:30 a.m.-1:20 p.m. in our normal classroom.			✓	⚙️ ▾ _
⋮	 Citizenship Pledge: DUE AT 11:59 PM	Jun 10	10 pts	☁️	⚙️ ▾ _