
POLS 202: AMERICAN GOVERNMENT

Bellevue College (Fall 2012)

Instructor: Tim Jones, Ph.D. (Please call me “Tim”)

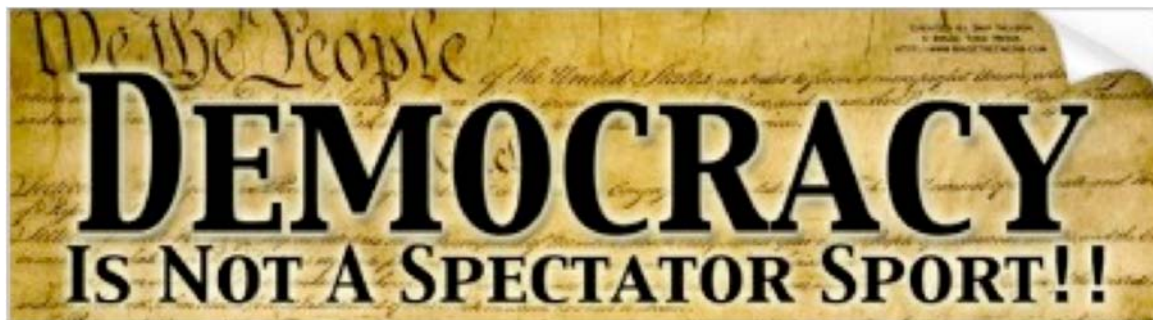
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“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be” ~ Thomas Jefferson

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

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 liberties, 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 in 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 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

If you are a student who has a disability or a learning challenge and you feel you may need accommodations in order to be successful in college, please contact the Disability Resource Center (DRC) as soon as possible. The DRC office is located in B132. The phone number is 425-564-2498, and the website is: <http://www.bellevuecollege.edu/drc>. If DRC provides you with documentation indicating that you have a disability that requires academic accommodation, please present that documentation to me at the beginning of the quarter so that we can begin working together as soon as possible to accommodate your needs in this class. The longer you wait to seek accommodation, the more difficult it will be for me to provide that accommodation.

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).

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 Dye, Zeigler, and Schubert's *The Irony of Democracy* (15th Edition) and Hennessey and McConnell's *The United States Constitution: A Graphic Adaptation*. These texts are available in the bookstore and on on-line—at Amazon.com they are priced \$72.56 and \$11.53 respectively. One copy of each text will be made available for short-term check out (up to two hours) in the library. 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 class period 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 in the folder called "Reading/Viewing Prompts" for that week. You are expected to engage with these prompts before, during, and after doing the reading and/or viewing. 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), 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.

GRADED WORK

Citizenship Exam (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Course Evaluation (Credit/No Credit)	(10 pts)	2%
Survey Assignment	(25 pts)	5%
Film Review Assignment	(25 pts)	5%
Media Consumption Assignment	(25 pts)	5%
Action Assignment	(25 pts)	5%
Weekly Journal (10 pts per week)	(100 pts)	20%
Weekly Participation	(100 pts)	20%
Midterm Exam	(100 pts)	20%
Final Exam	(80 pts)	14%
	(500 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	465-500	93-100%	C	365-389	73-77%
A-	450-464	90-92%	C-	350-364	70-72%
B+	440-449	88-89%	D+	340-349	68-69%
B	415-439	83-87%	D	300-339	60-67%
B-	400-414	80-82%	F	0-299	59% & Below
C+	390-399	78-79%			

CITIZENSHIP EXAM (5 PTS) (SEPTEMBER 21ST)

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 about 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 twenty 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 access the quizzes just click on the “Quizzes” button and you should see it there.

SYLLABUS QUIZ (5 PTS) (SEPTEMBER 21ST)

For this assessment you need to read the syllabus and answer ten straightforward questions about the course (e.g., when assignments are due and what should be read when). The purpose of this quiz is to make sure you read the syllabus and are familiar with the course schedule and my expectations. I would recommend printing the syllabus so that you can easily refer to it during the quiz—in other words, unlike other assessments in this class, this is an open-book quiz. To access the quiz just click on the “Assignment” button and you should see it.

SURVEY WRITING ASSIGNMENT (20 PTS) (SEPTEMBER 28TH, 2012)

This writing assignment requires you to conduct a survey of twenty questions to ten people. The first ten questions are drawn verbatim from the U.S. Citizenship exam and the second ten questions relate to the upcoming election—they are the same questions in the citizenship exam and election quiz assessments described above. 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 Friday, July 6th, 2012.*

DOCUMENTARY FILM REVIEW (20 PTS) (OCTOBER 12TH, 2012)

For this assignment you will need to select a documentary related to the topic of the course and write a summary and analysis of it. There are a lot of good documentaries about politics out there. I am happy to offer suggestions if you aren’t sure what to watch, but you need to tell me what you are interested in first. *Whatever you decide to watch, make sure you clear it with me before competing this assignment.* Your write-up should be 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. Please post an abbreviated review of the film on the discussion board called “Relevant Films” so that your classmates have a chance to engage with you about the film. *This assignment is due the week that we cover the topic in class, and the latest that it may be turned in is 11:59 pm on Friday, October 12th, 2012.* Please don’t want until the end of the quarter to do this assignment—pick a topic in the syllabus that you are interested in learning more about and review a film about that topic. Ideally, a handful of you would review a film each week. Please let me know if you have any questions.

***Success Tip:** Pick a topic that you are interested in and clear your film with me if you have one in mind or ask me for suggestions if you don’t know what to watch. I’d recommend trying to get this assignment out of the way early in the quarter so that you are not working on it at the same time that you should be studying for your final exam.

COURSE EVALUATION (10 PTS) (DUE DATE TBA)

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.

MEDIA CONSUMPTION ASSIGNMENT (25 PTS) (NOVEMBER 16TH, 2012)

For the first part of this writing assignment you need to compile a log of your media consumption on two separate days—one workday and one non-workday. For each day, your assignment is to log all media activity, including: listening to the radio, surfing the Internet, reading the paper, talking on the phone, etc. For the second part of this assignment you need to conduct a twenty-four hour media blackout—no media of any kind for an entire day. For the third part of the assignment, you will need to analyze your personal media consumption and (the day you went without any media at all) and write a reflective essay about your relationship to the media environment. The purpose of this assignment is to get you to think critically about the role that media play in your life, the amount of media that you consume, what impact these media have on you as a consumer/citizen, etc. 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 access the questionnaire, the excel template, and more detailed directions. Please let me know if you have any questions. *This assignment is due by 11:59 pm on Friday, November 16th, 2012.*

***Success Tip:** Plan out in advance which two days you are going to track your media consumption and which day you are going to avoid media all together so that you are not rushing to do everything at the last minute.

ACTION ASSIGNMENT (20 PTS) (NOVEMBER 30TH, 2012)

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. After you've acted, you need to write a one-page, single-spaced reflection on the issue that you chose, what you did, why you did it, and what you learned. 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 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. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Friday, November 30th, 2012.***

***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 lame at the last minute.

WEEKLY JOURNAL (100 PTS) (DUE EVERY WEEK ON MONDAY)

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 Wednesday and you must complete your journal entry by 8:00 am on Monday. 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 (100 PTS) (REQUIRED EVERY WEEK)

Each week I will post between five and ten discussion questions on the discussion board, which can be accessed via the “Discussions” link (on the left hand side of the course website). 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. 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 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) (NOVEMBER 9TH, 2012)

Your midterm must be taken by 11:59 pm on Friday, November 9th. 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 (80 PTS) (DECEMBER 5TH, 2012)

Your final must be taken by 11:59 pm on Friday, December 5th. 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 ONE (THE IRONY OF DEMOCRACY) TENTATIVE SCHEDULE

Monday, September 17th, 2012—Opening Day

- No School!

Tuesday, September 18th, 2012—Introduction to the Course

- Assigned Reading/Viewing (20 pgs)
 - Syllabus (20 pgs)
- Assigned Activity:
 - Take the Introductory Quiz! (Credit/No-Credit) (5 pts) (Due Friday)
 - Post your score on the discussion board
 - Take the Syllabus Quiz! (Graded) (5 pts) (Due Friday)
 - Introduce yourself on the discussion board!

Wednesday, September 19th, 2012—Civic Ignorance

- Assigned Reading/Viewing (26 pgs/2 mins)
 - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
 - Newsweek: “How Dumb Are We?” (2 pgs)
 - Maher: “Maybe We Need A New Citizenship Test” (2 mins)

Thursday, September 20th, 2012—The Moral Roots of American Politics

- Assigned Reading/Viewing (29 pgs/19 mins)
 - Lakoff: “The Worldview Problem for American Politics” (pp. 24-37) (14 pgs)
 - Wolf: “Americans Deliberate” (pp. 173-187) (15 pgs)
 - Haidt: “The Moral Roots of Liberals and Conservatives” (19 mins)

Friday, September 21st, 2012—The Irony of Democracy

- Assigned Reading/Viewing (21 pgs)
 - Dye: “To the Student” (pp. xix-xx) (2 pgs)
 - Dye: “The Irony of Democracy” (pp. 1-19) (19 pgs)
- Assigned Activity:
 - Citizenship Exam Due by 11:59 pm!
 - Syllabus Quiz Due by 11:59 pm!

WEEK TWO (THE U.S. CONSTITUTION) TENTATIVE SCHEDULE

Monday, September 24th, 2012—The American Revolution

- Assigned Reading/Viewing (21 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)
- Assigned Activity
 - Journal 1 Due by 8:00 am Today! (Political Ideology)

Tuesday, September 25th, 2012—The Constitution (Part 1)

- Assigned Reading/Viewing (97 pgs)
 - Hennessey: “The Graphic Constitution” (pp. 1-87) (87 pgs)
 - Bardes: “The Constitution” (pp. 347-356) (10 pgs)

Wednesday, September 26th, 2012—The Constitution (Part 2)

- Assigned Reading/Viewing (60 pgs)
 - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs)
 - Bardes: “Amendments to the Constitution of the United States” (pp. 357-362) (6 pgs)
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Thursday, September 27th, 2012—The Constitution (Part 3)

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

Friday, September 28th, 2012—Cognitive Biases

- Assigned Reading/Viewing (30 pgs)
 - McCraney: “Introduction” (xi-xvi), “Priming” (pp. 1-13), “Confirmation Bias” (pp. 27-31), “The Third Person Effect” (pp. 166-169) (30 pgs)
- Assigned Activity:
 - Survey Assignment Due Today by 11:59 PM!

WEEK THREE (CIVIL LIBERTIES) TENTATIVE SCHEDULE

Monday, October 1st, 2012—Civil Liberties

- Assigned Reading (25 pgs)
 - Bardes: “Civil Liberties” (pp. 63-87) (25 pgs)
- Assigned Activity
 - Journal 2 Due by 8:00 am Today! (The Constitution)

Tuesday, October 2nd, 2012—Freedom of the Press

- Assigned Reading/Viewing (44 pgs)
 - Gladstone: “Introduction” (pp. xi-xxii) (12 pgs)
 - Gladstone: “In the Beginning,” “The American Exception,” “Existential Angst” (pp. 3-34) (32 pgs)

Wednesday, October 3rd, 2012—The Pentagon Papers

- Assigned Reading/Viewing (94 mins)
 - *The Most Dangerous Man in America* (94 mins)
- Assigned Activity
 - Watch the 1st presidential debate!

Thursday, October 4th, 2012—Citizens United

- Assigned Reading/Viewing (14 pgs/9 mins)
 - Leonard: “The Story of Citizens United v. FEC” (9 mins)
 - Moyers: “Forward” (pp. xi-xviii) (8 pgs)
 - Clements: “Introduction” (pp. 1-6) (6 pgs)

Friday, October 5th, 2012—Citizens United Continued

- Assigned Reading/Viewing (49 pgs)
 - Clements: “Corporations Don’t Vote; They Don’t Have to” (pp. 79-108) (30 pgs)
 - Clements: “Restoring Democracy and Republican Government” (pp. 145-163) (19 pgs)

WEEK FOUR (FEDERALISM/PUBLIC OPINION/YOUTH VOTING)

Monday, October 8th, 2012—Federalism

- Assigned Reading/Viewing (18 pgs/24 mins)
 - Dye: “Ch. 12: Federalism: State and Community Elites” (pp. 299-312, 318) (Note: pp. 313-317 are optional) (15 pgs)
 - Madison: “Federalist Paper No. 51” (pp. 367-369) (3 pgs)
 - Frontline: “The Pot Republic” (24 mins)

Assigned Activity

- Journal 3 Due by 8:00 am Today! (Citizens United)

Tuesday, October 9th, 2012—College Issues Day (No School)

Wednesday, October 10th, 2012—Public Opinion

- Assigned Reading/Viewing (43 pgs)
 - Asher: “Polls and Elections” (pp. 163-203) (41 pgs)
 - Yes Magazine: “An Oregon Experiment in Citizen Governance” (2 pgs)

Thursday, October 11th, 2012—Youth Voting (Part 1)

- Assigned Reading/Viewing (30 pgs)
 - Wattenberg: “Where Have All the Young Voters Gone?” (pp. 87-116) (30 pgs)
- Assigned Activity
 - Watch the 1st vice presidential debate!

Friday, October 12th, 2012—Youth Voting (Part 2)

- Assigned Reading/Viewing (34 pgs)
 - Wattenberg: “Does Low Youth Turnout Really Matter?” (pp. 129-148) (20 pgs)
 - Wattenberg: “What Can Be Done?” (pp. 191-204) (14 pgs)
- Assigned Activity
 - Documentary Film Review Assignment Due Today by 11:59 PM!

WEEK FIVE TENTATIVE SCHEDULE

Monday, October 15th, 2012—Elites in America

- Assigned Reading/Viewing (33 pgs)
 - Dye: “Ch. 3: Elites in America” (pp. 49-75) (26 pgs)
 - Stiglitz: “Of the 1%, by the 1%, for the 1%” (pp. 1-6) (6 pgs)
 - Mother Jones: “It’s the Inequality Stupid” (1 pg)
- Assigned Activity
 - Journal 4 Due by 8:00 am Today! (Public Opinion/Youth Voting)

Tuesday, October 16th, 2012—The 2008 Financial Crisis

- Assigned Reading/Viewing (120 mins)
 - *Inside Job* (120 mins)
- Assigned Activity
 - Watch the 2nd presidential debate!

Wednesday, October 17th, 2012—Masses in the United States

- Assigned Reading/Viewing (26 pgs)
 - Dye: “Ch. 4: Masses in the United States” (pp. 79-104) (26 pgs)
- Assigned Activity

Thursday, October 18th, 2012—Supercapitalism

- Assigned Reading/Viewing (12 pgs)
 - Reich: “Introduction” (pp. 3-14) (12 pgs)
- Assigned Activity

Friday, October 19th, 2012—A Citizen’s Guide to Supercapitalism

- Assigned Reading/Viewing (17 pgs)
 - Reich: “A Citizen’s Guide to Supercapitalism” (pp. 209-225) (17 pgs)

WEEK SIX (ELECTIONS AND ORGANIZED INTERESTS) TENTATIVE SCHEDULE

Monday, October 22nd, 2012—Elections, Parties, and Democracy

- Assigned Reading/Viewing
 - Dye: “Ch. 6: Elections, Parties, and Democracy” (pp. 131-157) (27 pgs)
 - Grey: “Primary Elections Explained” (5 mins)
- Assigned Activity
 - Watch the 3rd and final presidential debate!
 - Journal 5 Due by 8:00 am Today! (Supercapitalism)

Tuesday, October 23rd, 2012—The Democratic Ideal

- Assigned Reading/Viewing (30 pgs/11 mins)
 - Van Belle: “Ch. 10: The Democratic Ideal in Modern Politics” (pp. 243-272) (30 pgs)
 - Grey: “The Problems with First Past the Post Voting Explained” (7 mins)
 - Grey: “The Alternative Vote Explained” (4 mins)

Wednesday, October 24th, 2012—Elites and Organized Interests

- Assigned Reading/Viewing (29 pgs)
 - Dye: “Ch. 7: Elites and Organized Interests” (pp. 161-180) (20 pgs)
 - Lessig: “Introduction” (pp. 1-9) (9 pgs)

Thursday, October 25th, 2012—What So Much Damn Money Does

- Assigned Reading/Viewing (60 pgs)
 - Lessig: “What So Much Damn Money Does” (pp. 125-171) (47 pgs)
 - Lessig: “Conclusion” (pp. 309-317) (9 pgs)
 - Lessig: “What You Can Do, Now” (pp. 323-326) (4 pgs)

Friday, October 26th, 2012—Professional Development Day (No School)

WEEK SEVEN (CONGRESS AND THE PRESIDENT) TENTATIVE SCHEDULE

Monday, October 29th, 2012—Congress

- Assigned Reading/Viewing (30 pgs)
 - Dye: “Congress: The Legislative Elite” (pp. 183-212) (30 pgs)
- Assigned Activity
 - Journal 6 Due by 8:00 am Today! (OpenSecrets)

Tuesday, October 30th, 2012—The Senate Filibuster

- Assigned Reading/Viewing (12 pgs/2 mins)
 - NYT: “Fillibusters: The Senate’s Self-Inflicted Wound” (1 pg)
 - DiClerico: “The Fillibuster” (pp. 174-184) (11 pgs)
 - Odd Todd: “The Fillibuster and You” (2 mins)

Wednesday, October 31st, 2012—Gerrymandering

- Assigned Reading/Viewing (11 mins)
 - Gerrymandering Trailer (2 mins)
 - Grey: “Gerrymandering Explained” (5 mins)
 - Grey: “Multiple Party Gerrymandering” (4 mins)
 - <http://www.redistrictinggame.org>

Thursday, November 1st, 2012—The Presidency

- Assigned Reading/Viewing (28 pgs)
 - Dye: “The Presidency” (pp. 215-242) (28 pgs)

Friday, November 2nd, 2012—The Electoral College

- Assigned Reading/Viewing (18 pgs/16 mins)
 - Dahl: “Electing the President” (pp. 73-89) (17 pgs)
 - NYT Editorial: “Drop Out of the College” (1 pg)
 - Youtube: “Electing a U.S. President in Plain English” (4 mins)
 - Grey: “How the Electoral College Works” (5 mins)
 - Grey: “The Trouble with the Electoral College” (7 mins)

WEEK EIGHT (THE JUDICIARY/THE ELECTION/MIDTERM) TENTATIVE SCHEDULE

Monday, November 5th, 2012—The Federal Judiciary (22 pgs)

- Assigned Reading/Viewing (22 pgs)
 - Dye: “Courts: Elites in Black Robes” (pp. 245-264) (22 pgs)
- Assigned Activity
 - Journal 7 Due by 8:00 am Today!

Tuesday, November 6th, 2012—Election Day!

- Assigned Reading/Viewing (24 pgs/5 mins)
 - Canon: “The Federal Judiciary: Interpreting the Constitution—Originalism or a Living Document?” (pp. 154-177) (24 pgs)
 - Colbert: “The Word – Original Spin” (5 mins)
- Assigned Activity
 - Watch the Election Coverage on TV!

Wednesday, November 7th, 2012—Election Discussion

Thursday, November 8th, 2012—Midterm Preparation

Friday, November 9th, 2012—Midterm

- Assigned Activity
 - Midterm must be submitted online by 11:59 pm today

WEEK NINE (PATRIOTISM/MILITARISM) TENTATIVE SCHEDULE

Monday, November 12th, 2012—Veterans Day (No School)

- Assigned Reading/Viewing (10 pgs/4 mins)
 - Thompson: “One A Day” (pp. 23-31) (9 pgs)
 - Abramson: “For-Profit Schools Under Fire For Targeting Veterans” (4 mins)
 - Nelson: “GI Bill™” (1 pg)

Tuesday, November 13th, 2012—Patriotism

- Assigned Reading/Viewing (20 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
 - Journal 8 Due by 8:00 am Today!

Wednesday, November 14th, 2012—The Military Industrial Complex

- Assigned Reading/Viewing (2 pgs/99 mins)
 - Ledbetter: “What Ike Got Right” (pp. 1-2) (2 pgs)
 - *Why We Fight* (99 mins)

Thursday, November 15th, 2012—The Media

- Assigned Reading/Viewing (33 pgs)
 - Dye: “Ch. 5: The Media” (pp. 107-128) (22 pgs)
 - Gladstone: “Bias” (pp. 60-70) (11 pgs)

Friday, November 16th, 2012—The Filter Bubble

- Assigned Reading/Viewing (6 pgs/9 mins)
 - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
 - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
 - Pariser: “Pariser: “The Filter Bubble” (9 mins)
- Assigned Activity
 - Media Consumption Assignment Due by 11:59 pm!

WEEK TEN (CIVIL RIGHTS) TENTATIVE SCHEDULE

Monday, November 19th, 2012—Civil Rights

- Assigned Reading/Viewing (24 pgs)
 - Bardes: “Civil Rights” (pp. 88-111) (24 pgs)
- Assigned Activity
 - Journal 9 Due by 8:00 am Today!

Tuesday, November 20th, 2012—A Class Divided

- Assigned Reading/Viewing (60 mins)
 - Frontline: *A Class Divided* (60 mins)

Wednesday, November 21st, 2012—The New Jim Crow

- Assigned Reading/Viewing (19 pgs)
 - Alexander: “Introduction” (pp. 1-19) (19 pgs)

Thursday, November 22nd, 2012—Thanksgiving Holiday (No School)

Friday, November 23rd, 2012—Thanksgiving Holiday (No School)

WEEK ELEVEN (CIVIL DISOBEDIENCE) TENTATIVE SCHEDULE

Monday, November 26th, 2012—Civil Disobedience (Part 1)

- Assigned Reading/Viewing (16 pgs)
 - Canon: “The Constitutional Framework and the Individual” (1 pg)
 - Lincoln: “The Perpetuation of Our Political Institutions” (pp. 135-141) (7 pgs)
 - King: “Letter from Birmingham Jail” (pp. 142-149) (8 pgs)
- Assigned Activity
 - Journal 10 Due by 8:00 am Today!

Tuesday, November 27th, 2012—Civil Disobedience (Part 2)

- Assigned Reading/Viewing (113 mins)
 - *Freedom Riders* (113 mins)

Wednesday, November 28th, 2012—Civil Disobedience (Part 3)

- Assigned Reading/Viewing (19 pgs)
 - Wolf: “We Have a Duty to Rebel Continually Against Injustice and Oppression” (pp. 105-123) (19 pgs)

Thursday, November 29th, 2012—Learned Helplessness

- Assigned Reading/Viewing (23 pgs)
 - Loeb: “Introduction” (pp. 1-13) (13 pgs)
 - McCraney: “Learned Helplessness” (pp. 205-209) (5 pgs)
 - McCraney: “The Bystander Effect” (pp. 73-77) (5 pgs)

Friday, November 30th, 2012—We Don’t Have to Be Saints

- Assigned Reading/Viewing (26 pgs)
 - Loeb: “We Don’t Have to Be Saints” (pp. 34-57) (24 pgs)
 - Dye: “Epilogue: What Can Students Do?” (pp. 375-376) (2 pgs)
- Assigned Activity
 - Action Assignment Due by 11:59 pm!

WEEK TWELVE (ENGAGED CITIZENSHIP) TENTATIVE SCHEDULE

Monday, December 3rd, 2012—Engaged Citizenship

- Assigned Reading/Viewing (33 pgs)
- Liu: “Great Citizenship” (pp. 41-73) (33 pgs)

Tuesday, December 4th, 2012—The Optimism of Uncertainty

- Assigned Reading/Viewing (12 pgs)
 - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
 - Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)

Wednesday, December 5th, 2012—Final Exam

- Assigned Activity
 - Final Exam Due by 11:59 pm!