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# **POLS 101: INTRODUCTION TO POLITICAL SCIENCE**

**Bellevue College  
Summer 2013 (Online)**

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***"If there is no struggle, there is no progress. Power concedes nothing without a demand. It never did and it never will."***

**~Frederick Douglass**

**"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**

## **COURSE DESCRIPTION**

This is an introductory course that is designed for students who are new to the study of politics. The purpose of this course is to provide you with a broad introduction to the field of political science and to help you to sort through and develop informed opinions about a variety of political topics. Some of the specific topics of study include: civic ignorance, the purpose of government, the functions of government, civil disobedience and patriotism, the relationship between the government and the economy, environmental politics, the media, international politics, and citizenship. This is not a current events course, but we will spend time each week addressing news topics related to the course content.

## **COURSE OBJECTIVES**

1. To develop a basic understanding of the academic field of political science.
2. To develop a more nuanced understanding of the role, power, and functions of government.
3. To become more informed and discriminating consumers of political information.
4. 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 logistics 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 text for the course is Van Belle and Mash's *A Novel Approach to Politics* (3rd Edition). It is available in the campus bookstore, and it can also be purchased on Amazon. Supplemental materials will be made available on our Canvas website (<https://bc.instructure.com/courses/809253>) or in-class. You are responsible for downloading and engaging with all supplemental materials. ***Each assigned reading is to be completed before the class session for which it is scheduled***, so that you can participate in any discussion or other classroom activity we do that day. Any material covered by an assigned reading may be included in examination questions, regardless of whether it is specifically discussed in the classroom. A complete course schedule is attached to this syllabus. If and when adjustments are made to the course schedule, you will be informed via an announcement on our class website. Please note that the assigned reading is an important part of this class—if you don't do it you are going to find it hard to succeed.

### **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. 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 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 Exam (Credit/No Credit)	(5 pts)	1%
Profile Picture Assignment (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Evaluation Assignment (Credit/No Credit)	(5 pts)	1%
Citizen Pledge	(20 pts)	4%
Survey Assignment	(40 pts)	8%
Political Action Assignment	(40 pts)	8%
Media Consumption Assignment	(40 pts)	8%
Final Reflection	(40 pts)	8%
Weekly Journal (10 pts per week)	(60 pts)	12%
Weekly Participation (10 pts per week)	(65 pts)	13%
Midterm Exam	(85 pts)	17%
Final Exam	(85 pts)	17%
<b>Total</b>	<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) (JUNE 28<sup>TH</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 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 ten 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) (DUE JUNE 28<sup>TH</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!

### **PROFILE PICTURE ASSIGNMENT (5 PTS) (DUE JUNE 28<sup>TH</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!

### **SYLLABUS QUIZ (5 PTS) (DUE JUNE 28<sup>TH</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 “Assignment” 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.

### **COURSE EVALUATION (5 PTS) (DUE AUGUST 7<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.

### **CITIZEN PLEDGE (20 PTS) (DUE AUGUST 7<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 Tuesday, August 7<sup>th</sup>, 2013. 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 7<sup>TH</sup>)**

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 geography 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 Sunday, July 7<sup>th</sup>, 2013.***

### **MEDIA CONSUMPTION ASSIGNMENT (40 PTS) (DUE JULY 21<sup>ST</sup>)**

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 Sunday, July 21<sup>st</sup>, 2013.***

**\*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 (40 PTS) (DUE JULY 28<sup>TH</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. 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. 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, July 28<sup>th</sup>, 2013.***

**\*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 of us at the last minute.

### **FINAL REFLECTION (40 PTS) (DUE AUGUST 8<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, Reich, Van Belle, Wolf, and Zinn). This write-up should be one-page minimum, 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 five to ten course materials to corroborate your claims 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 8<sup>th</sup>, 2013.***

### **WEEKLY JOURNAL (60 PTS) (DUE THE FIRST SIX WEEKS ON FRIDAY)**

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 the first six weeks for a total of six entries. Each journal entry should be at least 400 words in length. Each week's journal prompts will be posted on our course website by 11:59 pm Monday and you must complete your journal entry by 11:50 pm Friday. 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 (65 PTS) (REQUIRED EVERY WEEK)**

Each week I will post between five and fifteen discussion questions on the discussion board. 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. To receive full credit on this portion of the class (10 pts per week), 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). I would prefer that you make contributions to the discussion board earlier in the week, but each week's discussion board will remain open until 11:59 PM on Sunday. Click on the "Assignments" button on the course website to see more detailed directions for this assignment. To access a specific discussion, click on the "Discussions" button or the "Module" for the week in which you are interested. Please let me know if you have any questions.

### **MIDTERM EXAM (85 PTS) (DUE JULY 14<sup>TH</sup>)**

***Your midterm must be submitted by 11:59 pm on Sunday, July 14<sup>th</sup>, 2013.*** 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 (85 PTS) (AUGUST 4<sup>TH</sup>)**

***Your final must be submitted by 11:59 pm on Sunday, June 9<sup>th</sup>, 2013.*** 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.

# TENTATIVE COURSE SCHEDULE

## WEEK 1: POLITICAL IGNORANCE/POLITICAL IDEOLOGY

### Monday, June 24<sup>th</sup>—Introduction to the Course (14 pgs)

- Assigned Reading
  - Syllabus (14 pgs)
- Assigned Activity
  - Take the Citizenship Exam and post your score to the discussion board (Credit/No Credit) (5 pts) (Due Friday)
  - Take the Geography Quiz (Credit/No Credit) (5 pts) (Due Friday)
  - Take the Syllabus Quiz (Graded) (5 pts) (Due Friday)
  - Upload profile picture (5 pts) (Due Friday)
  - Begin weekly journal (Due Friday)
  - Introduce yourselves on the discussion board and begin contributing (10 pts) (Due Sunday)

### Tuesday, June 25<sup>th</sup>—Political Ignorance

- Assigned Reading/Viewing (29 pgs/4 mins)
  - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
  - Romano: “How Dumb Are We?” (pp. 1-4) (4 pgs)
  - CNN: “Geography Greek to Many Americans” (1 pg)
  - Maher: “Maybe We Need A New Citizenship Exam” (2 mins)
  - Miss Teen South Carolina: “Some People Don’t Have Maps” (1 min)
  - Miss Utah: “I think We Can Relate This Back to Education” (1 min)

### Wednesday, June 26<sup>th</sup>—Cognitive Biases & Political Ideology

- Assigned Reading/Viewing (21 pgs/19 mins)
  - Van Belle: “Introduction/Warning/Parental Advisory” (pp. xvii-xxxii) (6 pgs)
  - Haidt: “The Moral Roots of Liberals and Conservatives” (19 mins)
  - McCraney: “Introduction” (pp. xi-xvi) (6 pgs), “Confirmation Bias” (pp. 27-31) (5 pgs), “The Third Person Effect” (pp. 166-169) (4 pgs)

### Thursday, June 27<sup>th</sup>—Idealism vs. Realism

- Assigned Reading/Viewing (39 pgs)
  - Van Belle: “Ch. 1: Introducing the Ancient Debate” (pp. 1-39) (39 pgs)

### Friday, June 28<sup>th</sup>—The Purpose of Government

- Assigned Reading/Viewing (32 pgs)
  - Van Belle: “Ch. 2: Why Government?” (pp. 40-67) (28 pgs)
- Assigned Activity
  - Journal 1 Due on Canvas Today by 11:59 PM!
  - Citizenship Exam Due on Canvas Today by 11:59 PM!
  - Geography Quiz Due on Canvas Today by 11:59 PM!

- Syllabus Quiz Due on Canvas Today by 11:59 PM!
- Profile Picture Assignment Due on Canvas Today by 11:59 PM!

## **WEEK 2: CIVIL (DIS)OBEDIENCE/PATRIOTISM**

### **Monday, July 1<sup>st</sup>, 2013—Civil Obedience**

- Assigned Reading/Viewing (25 pgs/21 mins)
  - Van Belle: “Ch. 3: Governing Society” (pp. 68-90) (23 pgs)
  - Van Belle: “Ch. 13: Secret Government” (pp. 351-352) (2 pgs)
  - *Are We Safer?* (21 mins)

### **Tuesday, July 2<sup>nd</sup>, 2013—Civil Disobedience**

- Assigned Reading/Viewing (19 pgs)
  - Thoreau: “Civil Disobedience” (pp. 286-289) (4 pgs)
  - Canon, Lincoln, & King: “Civil Disobedience” (pp. 127-141) (15 pgs)

### **Wednesday, July 3<sup>rd</sup>—Freedom Intended As A Challenge**

- Assigned Reading/Viewing (21 pgs)
  - Bardes: “The Declaration of Independence” (pp. 345-346) (2 pgs)
  - Wolf: “Introduction” (pp. 3-12) (10 pgs)
  - Wolf: “Freedom Intended As a Challenge” (pp. 13-21) (9 pgs)

### **Thursday, July 4<sup>th</sup>—No School!**

### **Friday, July 5<sup>th</sup>—The War Over Patriotism**

- Assigned Reading/Viewing (27 pgs)
  - Beinart: “The War Over Patriotism” (pp. 1-7) (7 pgs)
  - Zinn: “Patriotism” (pp. 111-120) (10 pgs)
  - Goldman: “Patriotism: A Menace to Liberty” (pp. 270-272) (3 pgs)
  - Douglass: “The Meaning of July Fourth for the Negro” (pp. 183-186) (4 pgs)
  - Anthony: “The USA v. Susan B. Anthony” (pp. 130-132) (3 pgs)
- Assigned Activity
  - Survey Assignment Due on Canvas by 11:59 PM on Sunday!
  - Journal 2 Due on Canvas Today by 11:59 PM!

## **WEEK 3: THE GOVERNMENT’S ROLE IN THE ECONOMY**

### **Monday, July 8<sup>th</sup>, 2013—Government’s Role in the Economy (46 pgs)**

- Assigned Reading/Viewing (27 pgs)
  - Van Belle: “Ch. 4: “Government’s Role in the Economy” (pp. 92-118) (27 pgs)

### **Tuesday, July 9<sup>th</sup>, 2013—The Public Good**

- Assigned Reading/Viewing (25 pgs/6 mins)
  - Colomer: “The Public Good” (pp. 3-15) (13 pgs)

- Reich: “The Paradox” (pp. 3-14) (12 pgs)
- Wealth Inequality in America (6 mins)

### **Wednesday, July 10<sup>th</sup>, 2013—Looking into the Environmental Abyss**

- Assigned Reading/Viewing (34 pgs)
  - Speth: “Looking into the Abyss” (pp. 17-19, 39-45) (10 pgs)
  - Speth: “Consumption” (pp. 147-164) (18 pgs)
  - Speth: “The Bridge at the Edge of the World” (pp. 233-237) (5 pgs)
  - Daly: “On a Road to Disaster” (1 pg)

### **Thursday, July 11<sup>th</sup>, 2013—The Story of Stuff/Change**

- Assigned Reading/Viewing (26 pgs/2 mins)
  - Leonard: “The Story of Stuff” (20 mins)
  - Leonard: “The Story of Change” (6 mins)
  - Leonard: “The Story of Change” (2 pgs)

### **Friday, July 12<sup>th</sup>, 2013—Midterm Exam**

- Assigned Activity
  - Journal 3 Due on Canvas Today by 11:59 PM!
  - Midterm Exam Due on Canvas by 11:59 PM on Sunday!

## **WEEK 4: THE MEDIA AND THE FUNCTIONS OF GOVERNMENT**

### **Monday, July 15<sup>th</sup>, 2013—Mediated Reality**

- Assigned Reading/Viewing (29 pgs)
  - Van Belle: “Ch. 11: Media, Politics, and Government” (pp. 283-311) (29 pgs)

### **Tuesday, July 16<sup>th</sup>, 2013—Media Bias**

- Assigned Reading/Viewing (61 pgs/9 mins)
  - Gladstone: “Introduction” (pp. xi-xxii) (12 pgs)
  - Gladstone: “In the Beginning,” “The American Exception,” “Existential Angst” (pp. 3-34) (32 pgs)
  - Gladstone: “Bias” (pp. 60-70) (11 pgs)
  - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
  - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
  - Pariser: “The Online Filter Bubble” (9 mins)

### **Wednesday, July 17<sup>th</sup>, 2013—Separation of Powers/MLK**

- Assigned Reading/Viewing (30 pgs)
  - Van Belle: “Ch. 5: Structures and Institutions” (pp. 120-144) (25 pgs)
  - Solomon: “The MLK You Don’t See on TV” (2 pgs)
  - West: “Dr. King Weeps in His Grave” (3 pgs)

### **Thursday, July 18<sup>th</sup>, 2013—The Executive Function**

- Assigned Reading/Viewing (37 pgs)

- Van Belle: “Ch. 6: The Executive” (pp. 146-170) (25 pgs)
- Carroll: “You Can Do This,” “You Need to Do This,” Registering Your Support or Opposition” (pp. 3-4, 5-11, & 29-31) (12 pgs)

### **Friday, July 19<sup>th</sup>, 2013—The Legislative Function**

- Assigned Reading/Viewing (41 pgs)
  - Van Belle: “Ch. 7: The Legislative Function” (pp. 171-201) (31 pgs)
  - Carroll: ““Calling Your Legislators,” “Emailing Your Legislators,” “Writing Your Legislators,” & “Using Petitions” (pp. 53-54, 55-57, 59-60, 61-63) (10 pgs)
- Assigned Activity
  - Media Consumption Assignment Due on Canvas by 11:59 PM on Sunday!

## **WEEK 5: THE DEMOCRATIC IDEAL IN MODERN POLITICS**

### **Monday, July 22<sup>nd</sup>, 2013—The Bureaucratic Function**

- Assigned Reading/Viewing (34 pgs)
  - Van Belle: “Ch. 8: Brazilian Bureaucracy” (pp. 202-220) (19 pgs)
  - Danziger: “Five Styles of Administration” (pp. 158-159) (2 pgs)
  - Ledbetter: “What Ike Got Right” (pp. 1-2) (2 pgs)
  - Carroll: “Advocacy for Busy People,” “Advocacy for Youth Under Eighteen,” “Research Problems and Solutions,” (pp. 77-78, 79-83, & 87-91) (11 pgs)

### **Tuesday, July 23<sup>rd</sup>, 2013—The Judicial Function**

- Assigned Reading/Viewing (33 pgs)
  - Van Belle: “Ch. 9: Courts and Law” (pp. 221-248) (28 pgs)
  - Carroll: “Other Ways to Be Involved” & “Putting It in Perspective” (pp. 133-136, & 143) (5 pgs)

### **Wednesday, July 24<sup>th</sup>, 2013—Race to Incarcerate**

- Assigned Reading/Viewing (108 pgs)
  - Jones & Mauer: “Race to Incarcerate: A Graphic Retelling” (108 pgs)

### **Thursday, July 25<sup>th</sup>, 2013—The War on Drugs**

- Assigned Reading/Viewing (109 mins)
  - *The House I Live In* (109 mins)

### **Friday, July 26<sup>th</sup>, 2013—The Democratic Ideal in Modern Politics**

- Assigned Reading/Viewing (32 pgs/11 mins)
  - Van Belle: “Ch. 10: “Not Quite Right, but Still Good” (pp. 250-281) (32 pgs)
  - Grey: “The Problems with First Past the Post Voting” (7 mins)
  - Grey: “The Alternative Vote Explained” (4 mins)
- Assigned Activity
  - Journal 5 Due on Canvas Today by 11:59 PM!

- Political Action Assignment Due on Canvas by 11:59 PM on Sunday!

## **WEEK 6: INTERNATIONAL POLITICS AND CITIZENS**

### **Monday, July 29<sup>th</sup>, 2013—International Politics**

- Assigned Reading/Viewing (37 pgs)
  - Van Belle: “Ch. International Politics” (pp. 301-337) (37 pgs)

### **Tuesday, July 30<sup>th</sup>, 2013—All Governments Lie**

- Assigned Reading/Viewing (112 mins)
  - *The Most Dangerous Man in America* (94 mins)
  - *Collateral Murder* (18 mins)

### **Wednesday, July 31<sup>st</sup>, 2013—Political Culture**

- Assigned Reading/Viewing (36 pgs)
  - Van Belle: “Ch. 14: Political Culture” (pp. 353-374) (22 pgs)
  - Van Belle: “Ch. 15: The Study of Politics” (pp. 376-386) (11 pgs)
  - Zirin: “Enough: An Open Letter to Dan Snyder” (3 pgs)

### **Thursday, August 1<sup>st</sup>, 2013—The Freedom Riders**

- Assigned Reading/Viewing
  - *Freedom Riders* (112 mins)
- Assigned Activity
  - Journal 4 Due on Canvas Today by 11:59 PM!

### **Friday, August 2<sup>nd</sup>, 2013—Final Exam**

- Assigned Reading/Viewing
  - Final Exam Review Sheet
- Assigned Activity
  - Journal 6 Due on Canvas Today by 11:59 PM!
  - Final Exam Due on Canvas by 11:59 PM on Sunday!

## **WEEK 7: RESPONSIBLE CITIZENSHIP**

### **Monday, August 5<sup>th</sup>, 2013—The Paradox 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)

### **Tuesday, August 6<sup>th</sup>, 2013—Learned Helplessness**

- Assigned Reading/Viewing (53 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)
  - Loeb: “We Don’t Have to Be Saints” (pp. 34-57) (24 pgs)

**Wednesday, August 7<sup>th</sup>, 2013—Great Citizenship**

- Assigned Reading/Viewing (45 pgs)
  - Liu: “Great Citizenship” (pp. 41-73) (33 pgs)
  - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
  - Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)

**Thursday, August 8<sup>th</sup>, 2013**

- Assigned Activity
  - Citizen Pledge Due on Canvas by 11:59 PM!
  - Final Reflection Due on Canvas by 11:59 PM!