
POLS 202: AMERICAN GOVERNMENT

Bellevue College (Summer 2012)

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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 finally won.”
~ William Hastie**

COURSE DESCRIPTION

This is an introductory course that is designed for students who are new to the study of American Government. 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 American Revolution, the Constitution, Elites, Masses, Congress, the Presidency, the Supreme Court, Civil Liberties, and much more. This is not a current events course, but we will spend time on the discussion board each week addressing topics that come up in the news related to the course content.

COURSE OBJECTIVES

1. To develop a critical understanding of American government and politics.
2. 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 in class (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 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 or you can call our reception desk at 425-564-2498. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Visit the DRC website for application information into the program and other helpful links at www.bellevuecollege.edu/drc.

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 come talk to me during my office hours.

COURSE MATERIALS

The primary text for the course is Dye, Zeigler, and Schubert's *The Irony of Democracy* (15th Edition). This text is available at the bookstore. One copy will also be made available for short-term check out in the library. Supplemental texts will be made available on our course website. To access the supplemental readings click on the week you are interested in and then "Supplemental Materials." Please note that you are responsible for downloading (and reading and/or watching) all supplemental readings as they are assigned. For those of you who do not have a printer at home you can print for

free in the student computer lab in the N-Building or you can just read the materials on-line. Please also note that *each reading should be completed before the class session for which it is scheduled*, so that you can participate in discussions and other activities that I have planned. Any material covered by an assigned reading may be included in examination questions, regardless of whether it is specifically discussed on the discussion board or addressed in a power point lecture. If adjustments are made to the reading schedule, you will be informed via the announcement board on our class website. The assigned reading is an important part of this class—if you don't do the reading you are going to find it hard to succeed.

READING 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 Quiz (Credit/No Credit)	(5 pts)	1.25%
Geography Quiz (Credit/No Credit)	(5 pts)	1.25%
Syllabus Quiz	(5 pts)	1.25%
Evaluation Assignment	(10 pts)	2.5%
Writing Assignment #1	(25 pts)	6.25%
Writing Assignment #2	(25 pts)	6.25%

Writing Assignment #3	(25 pts)	6.25%
Weekly Quizzes (10 pts per week)	(60 pts)	15%
Weekly Participation (10 pts per week)	(70 pts)	17.5%
Weekly Journal (10 pts per week)	(70 pts)	17.5%
Final Exam	(100 pts)	25%
	(400 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	372-400	93-100%	C	292-311	73-77%
A-	360-371	90-92%	C-	280-291	70-72%
B+	352-359	88-89%	D+	272-279	68-69%
B	332-351	83-87%	D	240-271	60-67%
B-	320-331	80-82%	F	0-239	59% & Below
C+	312-319	78-79%			

CITIZENSHIP QUIZ (CREDIT/NO-CREDIT) (5 PTS ~ 1.25%) (JUNE 27TH, 2011)

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 quiz itself should only take about five minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. Again, it is a credit/no-credit quiz so the number of questions that you get right or wrong doesn't affect your grade. When you finish taking the quiz, the computer will give you a grade out of ten points. We will be discussing your results on the discussion board so make sure you jot down how many you get right or wrong at the end. 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 on the discussion board or zero points if you did not. To access the quiz just click on the “Assessment” button and you should see it there.

GEOGRAPHY QUIZ (CREDIT/NO-CREDIT) (5 PTS ~ 1.25%) (JUNE 27TH, 2011)

Like the citizenship exam described above, 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 quiz itself should only take about five minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. Again, it is a credit/no-credit quiz so the number of questions that you get right or wrong doesn't affect your grade. When you finish taking the quiz, the computer will give you a grade out of ten points. We will be discussing your results on the discussion board so make sure you jot down how many you get right or wrong at the end. 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 on the discussion board or zero points if you did not.

EVALUATION ASSIGNMENT (10 PTS ~ 2.5%) (WEEK SEVEN)

This assignment requires you to evaluate the course as well as your contribution to it. More details about this assignment will be made available toward the end of the quarter. Let me know if you have questions before then.

SURVEY WRITING ASSIGNMENT (25 PTS ~ 6.25%) (JULY 8TH, 2011)

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 world geography—they are the same questions that you have to answer in the citizenship quiz 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. Your write-up needs to be at least one-page, single-spaced, but no more than two pages, single-spaced. Click on the “Assignments” button on the course website to access the questionnaire, the excel template, and more detailed directions. Let me know if you have any questions.

MEDIA CONSUMPTION ASSIGNMENT (25 PTS ~ 6.25%) (JULY 22ND, 2011)

For the first part of this writing assignment you need to compile a log of your media consumption on two separate days—one work day and one free day. 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. This assignment is due on Blackboard on Friday, July 22nd, 2011. Like all of your writing assignments, your reflection should be at least one-page, single-spaced in length. More specific directions for this assignment will be made available on Blackboard.

GERRYMANDERING ASSIGNMENT (25 PTS ~ 6.25%) (AUGUST 8TH, 2011)

The topic of this writing assignment has yet to be determined. Like the writing assignments described above, it will require a one-page, single-spaced write-up. More details will be made available on the course website.

For your third writing assignment, I would like you to reflect on the practice of gerrymandering. In the first part of your write-up, I would like you to explain to me what gerrymandering is and why it is controversial—who wins and who loses when a district is gerrymandered? Make sure you address the following concepts in your write-up: the census, reapportionment, redistricting, gerrymandering, packing, cracking, and kidnapping. In the second part of your write, please address how the U.S. government might reform the redistricting process to ensure that gerrymandering does not take place. Alternatively, you may defend the practice of gerrymandering if you agree with it. Whatever your argument, please be specific. As with your previous papers, this write-up should be one-page single-spaced. Let me know if you have questions.

WEEKLY QUIZZES (60 PTS ~ 15%) (DUE EVERY WEEK ON SUNDAY)

There is a weekly quiz for the first six weeks of the quarter. Each quiz will cover the material covered in class that week—for example, the Week 1 Quiz will cover the course material from Week 1. Quizzes can be taken any time between 12:01 AM Friday and 11:59 PM Sunday. Each quiz will have a maximum of ten questions and you will have thirty minutes to complete each quiz. All quizzes can be accessed via the “Assessments” button on the course website.

***Success Tip:** Use the reading/viewing prompts that I make available each week: they will help you more than anything else to prepare for the weekly quizzes—as well as the final exam.

WEEKLY JOURNAL (70 pts ~ 17.5%) (DUE EVERY WEEK ON WEDNESDAY)

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 in-class discussions. You are responsible for writing one outside-of-class journal entry per week for a total of seven entries. Each journal entry should be at least 300 words in length. Each week’s journal prompts will be posted on our course website by 11:59 pm on Sunday and you must complete your journal entry by 11:59 PM on Wednesday. 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 (70 PTS ~ 17.5%) (REQUIRED EVERY WEEK)

Each week I will post between five and ten discussion questions on that week’s discussion board. Each week’s discussion board 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—that requires reading 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 quality of your contributions and the level of your involvement. Please post your comments early in the week (i.e., don’t wait until the weekend to post—if you do, your classmates will not benefit from your insights). I expect you to read all 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 be careful not to go too far off onto personal tangents. Please 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!

FINAL EXAM (100 pts ~ 25%)

Your *final will be administered on-line on Thursday, August 11th*. This exam will be cumulative. The exam itself 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 final exam: take advantage of the review sheet and let me know if you have questions.

WEEK 1 READING/VIEWING SCHEDULE

Monday, June 25th, 2012

- Required Reading (14 pgs)
 - Syllabus (14 pgs)
- Required Activities:
 - Take the Citizenship Quiz (Credit-No Credit) (5 pts)
 - Post your score on the discussion board
 - Take the Election Quiz (Credit-No Credit) (5 pts)
 - Post your score on the discussion board
 - Take the Course Content Quiz (Graded) (10 pts)

Tuesday, June 26th, 2012

- Required Reading/Viewing (27 pgs/3 mins)
 - Shenkman: "Gross Ignorance" (pp. 13-36) (24 pgs)
 - Newsweek: "How Dumb Are We?" (2 pgs)
 - CNN: "Geography Greek to Many Americans" (1 pg)
 - Bill Maher: "Maybe We Need A New Citizenship Test" (2 mins)
 - Miss South Carolina: "Because Some People Don't Have Maps" (1 min)

Wednesday, June 27th, 2012

- Required Reading (26 pgs)
 - Bellamy: "What is citizenship, and why does it matter" (pp. 1-26) (26 pgs)

Thursday, June 28th, 2011

- Required Reading (41 pgs)
 - Lakoff: "The Worldview Problem for American Politics" (pp. 24-37) (14 pgs)
 - Haidt: "The Moral Foundations of Politics" (pp. 128-154) (27 pgs)

Friday, June 29th, 2011

- Required Reading (21 pgs)
 - Dye: "To the Student" (pp. xix-xx) (2 pgs)
 - Dye: "The Irony of Democracy" (pp. 1-19) (19 pgs)

WEEK 2 TENTATIVE SCHEDULE

Monday, July 2nd, 2012

- Required Reading (41 pgs)
 - Jefferson: “The Declaration of Independence” (pp. 63-66) (4 pgs)
 - Wood: “The Radicalism of the American Revolution” (pp. 3-8) (6 pgs)
 - Zinn: “Tyranny Is Tyranny” (pp. 71-75) (5 pgs)
 - Zinn: “A Kind of Revolution” (pp. 77-101) (26 pgs)

Tuesday, July 3rd, 2012

- Required Reading (27 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)
 - Douglass: “The Meaning of July Fourth for the Negro” (pp. 183-186) (4 pgs)
 - Anthony: “The United States of America v. Susan B. Anthony” (pp. 130-132) (3 pgs)
- Required Activity
 - Journal 2 Due by 11:59 PM Today!

Wednesday, July 4th, 2012

- 4th of July: Enjoy the day off!

Thursday, July 5th, 2012—The Constitution (Part I)

- Required Reading (97 pgs)
 - Hennessey: “The Graphic Constitution” (pp. 1-87) (87 pgs)
 - Bardes: “The Constitution” (pp. 361-370) (10 pgs)

Friday, July 6th, 2012—The Constitution (Part II)

- Required Reading (60 pgs)
 - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs)
 - Bardes: “Amendments to the Constitution of the United States” (pp. 371-376) (6 pgs)

WEEK 3 TENTATIVE SCHEDULE

Monday, July 9th, 2011—The Constitution (Part III)

- Required Reading (27 pgs)
 - Dye: “Ch. 2: The Elite Consensus of the Founding Fathers” (pp. 21-47) (27 pgs)

Tuesday, July 10th, 2011—Civil Liberties

- Required Reading (25 pgs/94 mins)
 - Bardes: “Civil Liberties” (pp. 63-87) (25 pgs)

Wednesday, July 11th, 2012—Debating *Citizens United*

- Required Reading (23 pgs/4 mins)
 - Canon: “Debating the Issues” (pp. 158-159) (2 pgs)
 - Dworkin: “The Decision That Threatens Democracy” (pp. 159-166) (7 pgs)
 - Smith: “*Citizens United We Stand*” (pp. 167-172) (6 pgs)
 - Clements: “We’re the People Undoing Citizens United” (pp. 18-23) (6 pgs)
 - Free Speech for People Website (please familiarize yourself with the “problem” and the “solution” parts of this website).
- Required Viewing (4 mins)
 - Free Speech for People: “Free Speech for People” (4 mins)

Thursday, July 12th, 2012—Elites in America

- Required Reading (33 pgs)
 - Dye: “Ch. 3: Elites in America” (pp. 48-75) (28 pgs)
 - Stiglitz: “Of the 1%, by the 1%, for the 1%” (pp. 1-4) (4 pgs)
 - Mother Jones: “It’s the Inequality, Stupid” (1 pg)

Friday, July 13th, 2011—Masses in the United States

- Required Reading (26 pgs)
 - Dye: Ch. 4: Masses in the United States” (pp. 79-104) (26 pgs)

WEEK 4 TENTATIVE SCHEDULE

Monday, July 16th, 2012—The MEdia

- Required Reading (28 pgs)
 - Dye: “Ch. 5: The Media” (pp. 107-128) (22 pgs)
 - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
 - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)

Tuesday, July 17th, 2012—The Filter Bubble

- Required Reading (9 mins/47 pgs)
 - Pariser: “The Filter Bubble” (9 mins)
 - Pariser: “Introduction” (pp. 1-20) (20 pgs)
 - Pariser: “Escape from the City of Ghettos” (pp. 217-243) (27 pgs)

Wednesday, July 18th, 2012—Elections, Parties, and Democracy

- Required Reading (27 pgs/5 mins)
 - Dye: “Ch. 6: Elections, Parties, and Democracy” (pp. 131-157) (27 pgs)
 - Grey: “Primary Elections Explained” (5 mins)
- Required Activity:
 - Journal 4 Due by 11:59 PM Today!
 - Peruse the website opensecrets.org

Thursday, July 19th, 2012—The Democratic Ideal in Modern Politics

- Required Reading (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)

Friday, July 20th, 2012—Elites and Organized Interests

- Required Reading (20 pgs)
 - Dye: “Ch. 7: Elites and Organized Interests” (pp. 161-180) (20 pgs)
 - Opensecrets.org website

WEEK 5 TENTATIVE SCHEDULE

Monday, July 23rd, 2012—Congress: The Legislative Elite

- Required Reading/Viewing (30 pgs/7 mins)
 - Dye: “Congress: The Legislative Elite” (pp. 183-212) (30 pgs)
 - Colbert: “Taxation without Representation in Washington, D.C.” (7 mins)

Tuesday, July 24th, 2012—The Senate Filibuster and House Redistricting

- Required Reading/Viewing (12 pgs/11 mins)
 - NYT: “Filibusters: The Senate’s Self-Inflicted Wound” (1 pg)
 - DiClerico: “The Filibuster” (pp. 174-184) (11 pgs)
 - Odd Todd: “The Filibuster and You” (2 mins)
 - Grey: “Gerrymandering Explained” (5 mins)
 - Grey: “Multiple Party Gerrymandering” (4 mins)
- Required Activity:
 - Play the “Redistricting Game,” watch the redistricting videos, and begin your third writing assignment!

Wednesday, July 25th, 2012—The Presidency

- Required Reading (28 pgs)
 - Dye: “The Presidency” (pp. 215-242) (28 pgs)
- Required Activity:

Thursday, July 26th, 2012— The Electoral College

- Required 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)

Friday, July 27th, 2012—Federalism

- Required Reading/Viewing (23 pgs/27 mins)
 - Dye: “Federalism: State and Community Elites” (pp. 299-319) (21 pgs)
 - Madison: “The Federalist #51” (2 pgs)
 - Youtube: “Federal Powers vs. State Powers” (1 min)
 - Frontline: “The Pot Republic” (24 mins)

WEEK 6 TENTATIVE SCHEDULE

Monday, July 30th, 2012—The Judicial Branch

- Required Reading (22 pgs)
 - Dye: “Courts: Elites in Black Robes” (pp. 245-264) (22 pgs)

Tuesday, July 31st, 2012—Interpreting the Constitution

- Required 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)

Wednesday, August 1st, 2012—Civil Rights

- Required Reading (15 pgs)
 - Bardes: “Civil Rights” (pp. 88-111) (24 pgs)

Thursday, August 2nd, 2012—Law and Justice

- Required Reading (15 pgs)
 - Canon: “The Constitutional Framework and the Individual” (1 pg)
 - Lincoln: “The Perpetuation of Our Political Institutions” (pp. 135-141) (6 pgs)
 - King: “Letter from Birmingham Jail” (pp. 142-149) (8 pgs)

Thursday, August 3rd, 2012—Civil Disobedience

- Required Viewing (113 mins)
 - *Freedom Riders* (113 mins)

WEEK 7 TENTATIVE SCHEDULE

Monday, August 6th, 2011—Democratic Citizenship (37 pgs)

- Loeb: “Introduction” from *Soul of a Citizen* (pp. 1-13) (13 pgs)
- Loeb: “We Don’t Have to Be Saints” from *Soul of a Citizen* (pp. 34-57) (24 pgs)

Tuesday, August 7th, 2011—Great Citizenship (45 pgs)

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

Wednesday, August 8th, 2011

- NO READING! USE THIS TIME TO STUDY!

Thursday, August 9th, 2011

- Required Activity
 - Final Exam Must Be Taken On-Line Today!

Action Assignment: 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 contact an elected official, attend a political protest or rally, volunteer for a campaign, etc. Please clear your action with us before doing it. After you've acted, you need to write a 1-2 page, single-spaced reflection on the issue that you chose, what you did, why you did it, and what you learned. Your write-up should be 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. You should be prepared to share this reflection with the class. This assignment is due on Wednesday, March 14.

Final Reflection Assignment: For your final assignment, you will write a reflection with the thesis statement: Democracy depends on me. This reflection should be 1-2 pages, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. Additional details will be provided in class. This assignment is due on Monday, March 19.