
POLS 202: AMERICAN GOVERNMENT

Bellevue College (Spring 2014)

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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

“If I am not for myself, who will be for me? And if I am only for myself, what am I” ~Rabbi Hillel

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

COURSE POLICIES

This is a college-level course, which means *you are responsible for your own learning*. I will do my best to facilitate our interactions on-line in a fun and interesting way, and to assess your learning fairly. I expect you to do your best to complete assignments in a timely and appropriate fashion, to log on to the course website each work day prepared for the day's work, and to actively participate in on-line discussions and activities. *If you do not understand something you need to take the initiative to find out the answer*—post a question on the “Ask the Professor” discussion board, email me, etc. I cannot read minds so it is up to you to try to seek clarity when it is lacking.

RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS

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

A NOTE ABOUT IDEOLOGY

I have no intention of trying to convert you to my belief system. The issues we will be exploring are often contentious and sometimes there will be no right or wrong answers. That said, 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).

Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College and go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or send me a message via email.

COURSE MATERIALS

The primary texts for the course are Schubert, Dye, Zeigler, and Schubert's *The Irony of Democracy* (16th Edition) and Hennessey and McConnell's *The United States Constitution: A Graphic Adaptation*. Both texts should be available in the bookstore and on on-line. They are currently priced at \$90.88 and \$14.12 respectively on Amazon.com. The Schubert book is also available for rent through Amazon for cheaper. One copy of each text will also 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 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 day'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 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%
Geography Quiz (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Profile Picture Assignment (Credit/No Credit)	(5 pts)	1%
Course Evaluation (Credit/No Credit)	(10 pts)	2%
Citizen Pledge	(20 pts)	3%
Citizen Reflection	(50 pts)	8%
Survey Assignment	(50 pts)	8%
Political Action Assignment	(50 pts)	8%
Midterm Exam	(100 pts)	17%
Final Exam	(100 pts)	17%

Weekly Journal (10 pts per week)	(100 pts)	17%
Weekly Participation (10 pts per week)	(100 pts)	17%
	(600 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	564-600	94-100%	C	444-461	74-76%
A-	540-563	90-93%	C-	420-443	70-73%
B+	522-539	87-89%	D+	402-419	67-69%
B	504-521	84-86%	D	360-401	60-66%
B-	480-503	80-83%	F	0-359	59% & Below
C+	462-479	77-79%			

CITIZENSHIP EXAM (5 PTS) (APRIL 8TH)

Immigrants who want to become citizens have to meet a number of requirements, including passing a civics test that covers U.S. government and history. The test is conducted orally and in order to pass the test the applicant has to answer 6 out of 10 questions correctly. The questions for this civics test are selected from a list of 100 sample questions. Some of the questions are easy—For example: “When do we celebrate independence day?” Others are more difficult. Presumably most of you are already American citizens so you should be able to pass the test. This particular assessment is a credit/no-credit quiz so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take five or ten minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of ten points. 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 APRIL 9TH)

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

SYLLABUS QUIZ (5 PTS) (DUE APRIL 10TH)

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

PROFILE PICTURE ASSIGNMENT (5 PTS) (DUE APRIL 11TH)

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

COURSE EVALUATION (10 PTS ~ 2%) (DUE DATE TBD)

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 JUNE 15TH)

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 Sunday, June 15th.*** 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 (50 PTS) (DUE APRIL 27TH)

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, the second five questions are drawn from the geography exam you took at the beginning of the quarter, and the final five questions are pop culture questions that you will come up with yourself. 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, April 27th, 2014.***

ACTION ASSIGNMENT (50 PTS) (DUE JUNE 1ST)

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, June 1st, 2014.***

***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 (50 PTS) (DUE JUNE 15TH)

For this assignment, I would like you to summarize what you have learned in this course about your rights and responsibilities as a citizen in a democracy. Please be specific and cite specific course content in your response (e.g., Bellamy, Carroll, Jefferson, King, Lincoln, Liu, Loeb, Wolf, Zinn, etc.). This write-up should be one-page minimum, 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 Sunday, June 15th, 2014.***

WEEKLY JOURNAL (100 PTS) (DUE EVERY SUNDAY)

I would like you to keep a reflective journal this quarter. The purpose of this journal is to stimulate your thinking about the material being covered in class and to serve as a starting point for on-line discussions. You are responsible for writing one outside-of-class journal entry per week for a total of seven entries. Each journal entry should be at least 300 words in length. Each week's journal prompts will be posted on our course website

by 11:59 pm on Monday and you must complete your journal entry by 11:59 PM on Sunday. Each journal entry is worth ten points. Please let me know if you have any questions.

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

WEEKLY DISCUSSION (100 PTS) (DUE EVERY SUNDAY)

Each week I will post between approximately ten discussion questions on the discussion board, which can be accessed via the “Discussions” link (on the left hand side of the course website) or via the “Modules” page. It is your responsibility, as a member of our class, to respond thoughtfully to not only to my questions, but also to your classmates’ comments—this requires reading (most of) your classmates’ comments. 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) (MAY 18TH)

Your midterm must be submitted by 11:59 pm on Sunday, May 18th. This exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. A study-guide will be made available to you a week before the exam.

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

FINAL EXAM (100 PTS) (JUNE 18TH)

Your final must be submitted by 11:59 pm on Wednesday, June 18th. 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: GROSS IGNORANCE

Monday, April 7th, 2014—Syllabus

- Assigned Reading
 - Syllabus (17 pgs)

Tuesday, April 8th, 2014—Gross Ignorance

- Assigned Reading/Viewing (28 pgs/2 mins)
 - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
 - Romano: “How Dumb Are We?” (4 pgs)
 - Maher: “Maybe We Need A New Citizenship Exam” (2 mins)
- Assigned Activity
 - Citizenship Exam Due Today by 11:59 PM!

Wednesday, April 9th, 2014—The Knowledge Gap

- Assigned Reading/Viewing (7 pgs/1 min)
 - CNN: “Geography Greek to Many Americans” (1 pg)
 - Miss Teen South Carolina: “Some People Out There Don’t Have Maps” (1 min)
 - Iyengar: “Mind the Gap” (pp. 1-4) (4 pgs)
 - Speth: “We’re Number One” (1 pg)
 - World Public Opinion: “American Public Vastly Overestimates Amount of U.S. Foreign Aid” (1 pg)
- Assigned Activity
 - Geography Exam Due Today by 11:59 PM!

Thursday, April 10th, 2014—Cognitive Biases & Logical Fallacies

- Assigned Reading (24 pgs)
 - McRaney: “Self Delusion” (pp. 1-15) (15 pgs), “Confirmation Bias” (pp. 27-31) (5 pgs), “The Third Person Effect” (pp. 166-169) (4 pgs)
- Assigned Activity
 - Syllabus Quiz Due Today by 11:59 PM!

Friday, April 11th, 2014—Political Ideology

- Assigned Reading (14 pgs/25 mins)
 - Lakoff: “The Worldview Problem for American Politics” (pp. 24-37) (14 pgs)
 - Haidt: “The Moral Roots of Liberals and Conservatives” (19 mins)
 - Jonathan Haidt on the Colbert Report (6 mins)
- Assigned Activity
 - Profile Picture Assignment Due Today by 11:59 PM!
 - Journal 1 Due Sunday by 11:59 PM!
 - Weekly Participation 1 Due Sunday by 11:59 PM!

WEEK 2: THE DECLARATION OF INDEPENDENCE

Monday, April 14th, 2014—The American Revolution

- Assigned Reading (36 pgs)
 - Wood (The Radicalism of the American Revolution) (pp. 3-8) (6 pgs)
 - Zinn (Tryanny Is Tyranny) (pp. 71-75) (5 pgs)
 - Zinn (A Kind of Revolution) (pp. 77-101) (25 pgs)

Tuesday, April 15th, 2014—The Declaration of Independence

- 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)

Wednesday, April 16th, 2014—Deliberative Democracy

- Assigned Reading (15 pgs)
 - Wolf: “Americans Deliberate with Their Neighbors” (pp. 173-187) (15 pgs)

Thursday, April 17th, 2014—The Irony of Democracy

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

Friday, April 18th, 2014—The Paradox of Citizenship

- Assigned Reading (29 pgs)
 - Bellamy: “What is citizenship, and why does it matter?” (pp. 1-26) (26 pgs)
 - Liu: “Democracy Is for Amateurs” (pp. 1-3) (3 pgs)
- Assigned Activity
 - Journal 2 Due on Sunday by 11:59 PM!

WEEK 3: THE U.S. CONSTITUTION

Monday, April 21st, 2014—The U.S. Constitution

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

Tuesday, April 22nd, 2014—Amendments to the U.S. Constitution

- Assigned Reading (62 pgs/7 mins)
 - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs)
 - Schubert: “Amendments to the Constitution” (pp. 378-385) (8 pgs)
 - Daily Show: “Weak Constitution” (7 mins)

Wednesday, April 23rd, 2014—The Elite Consensus of the Founding Fathers

- Assigned Reading/Viewing (24 pgs)
 - Schubert: “Ch. 2: The Elite Consensus of the Founding Fathers” (pp. 21-47) (27 pgs)
 - Zinn: “Some Truths Are Not Self-Evident” (pp. 110-112) (3 pgs)

Thursday, April 24th, 2014—The Judiciary

- Assigned Reading/Viewing (20 pgs)
 - Schubert: “Courts: Elites in Black Robes” (pp. 237-256) (20 pgs)

Friday, April 25th, 2014—Interpreting the Constitution

- Assigned 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
 - Journal 3 Due Sunday by 11:59 PM!
 - Survey Assignment Due on Sunday by 11:59 PM!

WEEK 4: ELITES, MASSES, INEQUALITY AND CIVIL DISOBEDIENCE

Monday, April 28th, 2014—Elites in America

- Assigned Reading (26 pgs)
 - Schubert: “Ch. 3: Elites in America” (pp. 49-74) (26 pgs)

Tuesday, April 29th, 2014—Inequality in America

- Assigned Reading/Viewing (7 pgs/29 mins)
 - Stiglitz: “Of the 1%, by the 1%, for the 1%” (pp. 1-4) (4 pgs)
 - Yes Magazine: “Wealth Inequality in the United States” (6 mins)
 - Porter: “Inequality in America” (1 pg)
 - NYT: “The Rich Get Richer During the Recovery” (1 pg)
 - Mother Jones: “It’s the Inequality, Stupid!” (1 pg)
 - Reich: “Excerpt from Inequality for All” (1 min)
 - Wilkinson: “How economic inequality harms societies” (17 mins)
 - “Warren Buffet’s Tax Rate Is Lower Than His Secretary’s” (5 mins)

Wednesday, April 30th, 2014—Masses in the United States

- Assigned Viewing (27 pgs)
 - Schubert: “Ch. 4: Masses in the United States” (pp. 75-101) (27 pgs)

Thursday, May 1st, 2014—Civil Disobedience in Theory

- Assigned Reading (20 pgs)
 - Thoreau: “Civil Disobedience” (286-289) (4 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)

Friday, May 2nd, 2014—Civil Disobedience in Practice

- Assigned Viewing (113 mins)
 - PBS: *Freedom Riders* (113 mins)
- Assigned Activity
 - Journal 4 Due on Canvas by 11:59 PM on Sunday!

WEEK 5: THE MEDIA

Monday, May 5th, 2014—The Filter Bubble

- Assigned Reading (6 pgs/11 mins)
 - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
 - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
 - Pariser: “The Filter Bubble” (9 mins)
 - NPR: “Our Cultural Addiction to Phones, In One Disconcerting Video” (2 mins)

Tuesday, May 6th, 2014—The Media

- Assigned Reading (22 pgs)
 - Schubert: “Ch. 5: The Media” (pp. 103-124) (22 pgs)

Wednesday, May 7th, 2014—The Influencing Machine

- Assigned Reading/Viewing (55 pgs/6 mins)
 - Gladstone: “The Influencing Machine” (pp. xi-xxii; 3-34; 60-70) (55 pgs)
 - CNN: “Kalle Lasn on Buy Nothing Day” (5 mins)
 - “Be A Witness to Genocide Darfur” Ad (30 secs)

Thursday, May 8th, 2014—The Most Dangerous Man in America

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

Friday, May 9th, 2014—The MLK You Don’t See on TV

- Assigned Reading (5 pgs/56 mins)
 - Solomon: “The MLK You Don’t See on TV” (2 pgs)
 - West: “Dr. King Weeps in His Grave” (3 pgs)
 - Smiley: *A Call to Conscience* (56 mins)
- Assigned Activity
 - Journal 5 Due on Sunday by 11:59 PM!

WEEK 6: ELECTIONS AND THE MIDTERM

Monday, May 12th, 2014--Elections in the United States

- Assigned Reading (28 pgs)
 - Schubert: "Elections, Parties, and Democracy" (pp. 127-154) (28 pgs)

Tuesday, May 13th, 2014—Elements of the U.S. Electoral System

- Assigned Reading (28 pgs/16 mins)
 - Grey: "Primary Elections Explained" (5 mins)
 - Grey: "The Problems with First Past the Post Voting" (7 mins)
 - Grey: "The Alternative Vote Explained" (4 mins)

Wednesday, May 14th, 2014—The Electoral College

- Assigned Reading (17 pgs/16 mins)
 - Dahl: "Electing the President" (pp. 73-89) (17 pgs)
 - Grey: "How the Electoral College Works" (5 mins)
 - Grey: "The Trouble with the Electoral College" (7 mins)
 - Grey: "What If the Electoral College Is Tied?" (4 mins)

Thursday, May 15th, 2014—Take Back Your Government

- Assigned Reading (34 pgs)
 - Carroll: "You Can Do This," "You Need to Do This," Registering Your Support or Opposition," "Calling Your Legislators," "Emailing Your Legislators," "Writing Your Legislators," "Using Petitions," "Advocacy for Busy People," "Advocacy for Youth Under Eighteen," "Other Ways to Be Involved" & "Putting It in Perspective" (pp. 3-4, 5-11, 29-31, 53-54, 55-57, 59-60, 61-63, 77-78, 79-83, 133-136, 143) (34 pgs)

Friday, May 16th, 2014—Midterm

- Assigned Activity
 - Midterm Exam Due Sunday by 11:59 PM!
 - Journal 6 Due Sunday by 11:59 PM!

WEEK 7: MONEY IN POLITICS

Monday, May 19th, 2014—Citizens United

- Assigned Reading/Viewing (30 pgs/7 mins)
 - Moyers: “Forward” (pp. xi-xviii) (8 pgs)
 - Clement: “Introduction” (pp. 1-6) (6 pgs)
 - Leonard: “The Story of Citizens United v. FEC” (9 mins)
 - Propublica: “Money Is Speech” (3 mins)

Tuesday, May 20th, 2014—Money in Politics

- Assigned Reading/Viewing (33 pgs/18 mins)
 - Lessig: “Introduction” (pp. 1-9) (9 pgs)
 - Lessig: “Good Souls, Corrupted” (pp. 13-20) (8 pgs)
 - Lessig: “Good Questions, Raised” (pp. 21-36) (16 pgs)
 - Lessig: “We the People, And the Republic We Must Reclaim” (18 mins)

Wednesday, May 21st, 2014—What So Much Damn Money Does

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

Thursday, May 22nd, 2014—What So Much Damn Money Does

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

Friday, May 23rd, 2014—Reforming the System

- Assigned Reading (22 pgs)
 - Lessig: “Reforms That Would Reform” (pp. 264-272) (9 pgs)
 - Lessig: “Conclusion” (pp. 309-317) (9 pgs)
 - Lessig: “What You Can Do, Now” (pp. 323-326) (4 pgs)
- Assigned Activity
 - Journal 7 Due Sunday by 11:59 PM!

WEEK 8: CONGRESS AND THE PRESIDENCY

Monday, May 26th, 2014—Memorial Day

- No School!

Tuesday, May 27th, 2014—The Legislative Elite

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

Wednesday, May 28th, 2014—The Filibuster

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

Thursday, May 29th, 2014—Gerrymandering

- Assigned Reading/Viewing (2 pgs/15 mins)
 - Gerrymandering Trailer (2 mins)
 - Grey: “Gerrymandering Explained” (5 mins)
 - Grey: “Multiple Party Gerrymandering” (4 mins)
 - Grey: “A Gerrymandering Solution” (4 mins)
 - NYT: “The Great Gerrymander of 2012” (1 pg)
 - NYT: “Imbalance of Power” (1 pg)
 - Mother Jones: “Now That’s What I Call A Gerrymander” (2 pgs)

Friday, May 30th, 2014—The Presidency

- Assigned Reading/Viewing (22 pgs)
 - Schubert: “The Presidency” (pp. 209-228, 235-236) (22 pgs)
- Assigned Activity
 - Journal 8 Due Sunday by 11:59 PM!
 - Action Assignment Due Sunday by 11:59 PM!

WEEK 9: FEDERALISM AND CIVIL RIGHTS

Monday, June 2nd, 2014—Federalism

- Assigned Reading (24 pgs)
 - Schubert: “Federalism: State and Community Elites” (pp. 289-309) (21 pgs)
 - Madison: “Federalist #51” (pp. 381-383) (3 pgs)

Tuesday, June 3rd, 2014—Civil Rights

- Assigned Reading (24 pgs)
 - Schubert: “Civil Rights: Diversifying the Elite” (pp. 311-334) (24 pgs)

Wednesday, June 4th, 2014—Race to Incarcerate

- Assigned Reading/Viewing (108 pgs)
 - Jones & Mauer: “The Race to Incarcerate: A Graphic Retelling” (pp. 1-108) (108 pgs)

Thursday, June 5th, 2014—The War on Drugs

- Assigned Reading (109 mins)
 - *The House I Live In* (Part 2) (109 mins)

Friday, June 6th, 2014—Discrimination and Prejudice

- Assigned Reading/Viewing (70 mins)
 - Frontline: “A Class Divided” (60 mins)
 - Dateline: “Implicit Association Test” (10 mins)
- Assigned Activity
 - Journal 9 Due Sunday by 11:59 PM!

WEEK 10: RESPONSIBLE CITIZENSHIP

Monday, June 9th, 2014—The War Over Patriotism

- Assigned Reading (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)

Tuesday, June 10th, 2014—Learned Helplessness and the Bystander Effect

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

Wednesday, June 11th, 2014—Good Enough Activism

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

Thursday, June 12th, 2014—Great Citizenship

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

Friday, June 13th, 2014—The Optimism of Uncertainty

- Assigned Reading (14 pgs)
 - Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)
 - Schubert: “What Can Students Do?” (pp. 367-368) (2 pgs)
 - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
- Assigned Activity
 - Journal 10 Due Today by 4:00 PM!
 - Citizen Pledge Due Sunday by 11:59 PM!
 - Final Reflection Due Sunday by 11:59 PM!

WEEK 11: FINAL EXAM

Wednesday, June 18th, 2014—Final Exam

- Assigned Activity
 - Final exam due by 11:59 pm!