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# POLS 202: AMERICAN GOVERNMENT

Bellevue College  
Winter 2016: Online

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**Professor:** Dr. Tim Jones (Please call me “Tim” or “Dr. J”)

**Office:** A200B

**Office Hours:** Mondays 9:30-10:20 and 1:30-2:20 or by appointment

**Phone:** 425-564-2010

**Email:** [tim.jones@bellevuecollege.edu](mailto:tim.jones@bellevuecollege.edu)

**Website:** <https://bc.instructure.com/courses/1225568>

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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”*

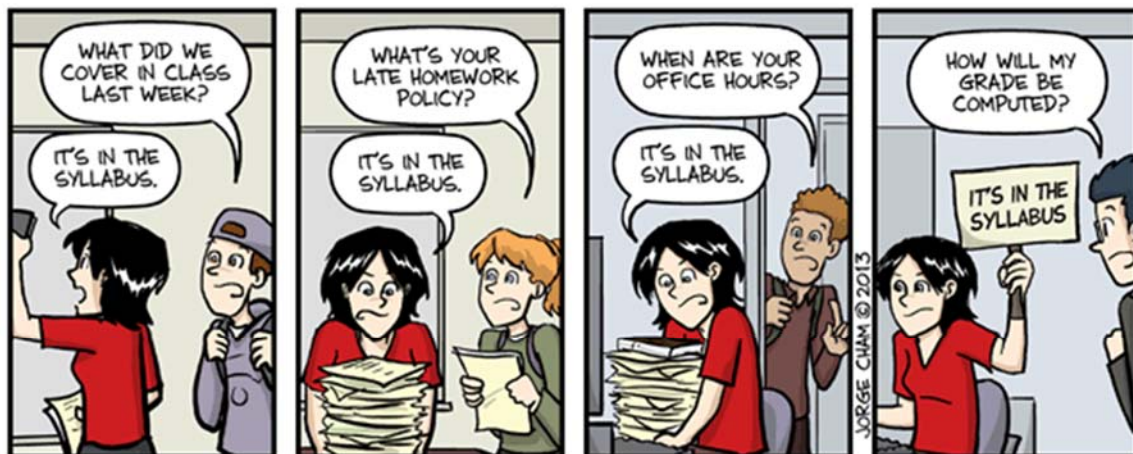
~Thomas Jefferson

*“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 I am not for myself, who will be for me? And if I am only for myself, what am I”*

~Rabbi Hillel



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

## **COURSE DESCRIPTION**

This is an introductory course that is designed for students new to the study of American government and politics. By the end of the quarter, I hope you will have a basic understanding of the structure of American government and 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, race and politics, and 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
4. To constructively engage in the political process

## **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 offend other members of the class. 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. Unless cleared with me in advance, *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 texts for the course are Schubert, Dye, and Zeigler's *The Irony of Democracy* (15<sup>th</sup>, 16<sup>th</sup> or 17<sup>th</sup> Edition) and Hennessey and McConnell's *The United States Constitution: A Graphic Adaptation*. Both texts should be available for purchase in the bookstore and on on-line and the first text is available for rent. Currently they are both cheaper on Amazon—so check there if money is an issue for you. Please note that one copy of each text will also be made available for short-term check out (up to two hours) in the library. Also, 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.

### 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](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 (Percentages Are Rounded)

Citizenship Exam (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Profile Picture Assignment (Credit/No Credit)	(5 pts)	1%
Voter Registration Assignment	(5 pts)	1%
Citizen Pledge	(20 pts)	3%
Citizen Reflection	(40 pts)	6%
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)	(110 pts)	18%
Weekly Participation (10 pts per week)	(110 pts)	18%
	<b>(600 pts)</b>	<b>100%</b>

### 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 ~ 1%) (DUE JANUARY 5<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 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 five points. You need to take the quiz AND post your score and reflections on the discussion board to receive credit for this assessment. 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 on time or zero points if you did not. The 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. Good luck!

**SYLLABUS QUIZ (5 PTS ~ 1%) (DUE JANUARY 6<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 “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 ~ 1%) (DUE JANUARY 7<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!

**VOTER REGISTRATION ASSIGNMENT (5 PTS ~ 1%) (DUE JANUARY 31<sup>ST</sup>)**

For this assignment, you need to register to vote by 11:59 PM on January 31<sup>st</sup>. Once you have registered to vote, all you need to do for this assignment is upload some sort of proof that you are registered (for example, a screen shot of the confirmation page if you register online or a picture of your voter registration card if you register in person). If you are registered in the state of Washington, one way to get proof is to log into the MyVote website and print and/or take a screen shot of your voting registration information. Please black out any information that you do not want to share with me (for example, your mailing and/or residential address). If you are registered to vote in another state there should be an equivalent website where you can download your voting information. If you are not a U.S. citizen, you are under eighteen, or you have a very good reason why you do not want to register to vote, you should contact me and I will come up with an alternative assignment for you. Please let me know if you have any questions.

**CITIZEN PLEDGE/REFLECTION (60 PTS ~ 10%) (MARCH 18<sup>TH</sup>/20<sup>TH</sup>)**

This is a two-part assignment. For the first part of this assignment, the citizen pledge, worth 20 points, you need to write a citizen pledge that you will recite, record, and share on the course discussion board. 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). For the second part of this assignment, which is worth 40 points, 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, Schubert, Wolf, Zinn, etc.). This write-up should be one to two pages in length, single-spaced, 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.

### **SURVEY WRITING ASSIGNMENT (50 PTS ~ 8%) (DUE JANUARY 24<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 are drawn verbatim from the geography exam you took at the beginning of the quarter. 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, January 24<sup>th</sup>.***

**\*Success Tip:** Plan out in advance when you will conduct the surveys so that you are not rushing to do everything at the last minute.

### **ACTION ASSIGNMENT (50 PTS ~ 8%) (DUE SUNDAY, MARCH 6<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, March 6<sup>th</sup>, 2016.***

**\*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.

### **WEEKLY JOURNAL (110 PTS ~ 18%) (DUE EVERY SUNDAY BY 11:59 PM)**

As a supplement to the weekly discussion, I would like you to keep a reflective journal this quarter. The purpose of the journal is to stimulate your thinking about the material being covered and to serve as a starting point for discussions. You are responsible for writing one outside-of-class journal entry per week for a total of 11 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 12:00 am Wednesday. You must complete your journal entry by 11:59 pm on the following Sunday. Each journal entry is worth ten points. Please let me know if you have any questions.

**\*Success Tip:** Take the journal prompts seriously, turn your entries in on time, and make sure you follow the instructions regarding the number of words.

### **WEEKLY DISCUSSION (110 PTS ~ 18%) (DUE EVERY SUNDAY BY 11:59 PM)**

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) (FEBRUARY 7<sup>TH</sup>)**

*Your midterm must be submitted by 11:59 pm Sunday, February 7<sup>th</sup>.* 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) (DUE )**

*Your final must be submitted by 11:59 pm on Tuesday, December 8<sup>th</sup>.* 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: THE IRONY OF DEMOCRACY

### Monday, January 4<sup>th</sup>, 2016—Introduction to the Course

- Assigned Reading
  - Syllabus (20 pgs)

### Tuesday, January 5<sup>th</sup>, 2016—Gross Ignorance

- Assigned Reading (30 pgs/2 mins)
  - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
  - Romano: “How Dumb Are We?” (pp. 1-4) (4 pgs)
  - Maher: “Maybe We Need A New Citizenship Test” (1 min)
  - The Guardian: “30% of GOP voters support bombing Agrabah” (1 pg)
  - World Public Opinion: “Public Vastly Overestimates U.S. Foreign Aid” (1 pg)
- Assigned Activity
  - Citizenship Exam Due Today by 11:59 PM!

### Wednesday, January 6<sup>th</sup>, 2016—Cognitive Biases

- 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!

### Thursday, January 7<sup>th</sup>, 2016—The Moral Roots of Liberals and Conservatives

- Assigned Reading/Viewing (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)
  - Colbert: “Interview with Jonathan Haidt” (6 mins)

#### Assigned Activity

- Profile Picture Assignment Due Today by 11:59 PM!

### Friday, January 8<sup>th</sup>, 2016—The Irony of Democracy

- Assigned Reading (21 pgs)
  - Schubert: “To the Student” (pp. xvii-xviii) (2 pgs)
  - Schubert: “Ch. 1: The Irony of Democracy” (pp. 1-19) (19 pgs)
- Assigned Activity
  - Journal 1 Due (Political Ideology) Sunday by 11:59 PM!
  - Weekly Participation 1 Due Sunday by 11:59 PM!

## **WEEK 2: THE REVOLUTION, CITIZENSHIP, & MLK**

### **Monday, January 11<sup>th</sup>, 2016—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. 78-102) (25 pgs)

### **Tuesday, January 12<sup>th</sup>, 2016—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, January 13<sup>th</sup>, 2016—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” (3 pgs)

### **Thursday, January 14<sup>th</sup>, 2016—Getting Involved in the Legislative Process**

- 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, January 15<sup>th</sup>, 2016—The Martin Luther King You Don’t See on TV**

- Assigned Reading/Viewing (5 pgs/57 mins)
  - Solomon: “The MLK You Don’t See on TV” (2 pgs)
  - Smiley: “A Call to Conscience” (57 mins)
  - West: “Dr. King Weeps From His Grave” (3 pgs)
- Assigned Activity
  - Journal 2 (State of the Union) Due Sunday by 11:59 PM!
  - Weekly Participation 2 Due Sunday by 11:59 PM!

## WEEK 3: THE CONSTITUTION AND MILITARY-INDUSTRIAL COMPLEX

### Monday, January 18<sup>th</sup>, 2016—Martin Luther King Day of Service

- No School!

### Tuesday, January 19<sup>th</sup>, 2016—Military-Industrial Complex

- Assigned Viewing/Listening (99 mins/7 mins)
  - *Why We Fight* (99 mins)
  - NPR: “Ike’s Warning of Military Expansion, 50 Years Later” (7 mins)

### Wednesday, January 20<sup>th</sup>, 2016—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)

### Thursday, January 21<sup>st</sup>, 2016—Amendments to the U.S. Constitution

- Assigned Reading/Viewing (62 pgs/14 mins)
  - School of Life: “John Rawls” (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)

### Friday, January 22<sup>nd</sup>, 2016—The Elite Consensus of the Founding Fathers

- Assigned Reading (30 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)
- Assigned Activity
  - Journal 3 (Veil of Ignorance) Due Sunday by 11:59 PM!
  - Weekly Participation 3 Due Sunday by 11:59 PM!
  - Voter Registration Assignment Due Sunday by 11:59 PM!

## WEEK 4: ELITES, MASSES, INEQUALITY, & ELECTIONS

### Monday, January 25<sup>th</sup>, 2016—Elites in America

- Assigned Reading (28 pgs)
  - Schubert: “Ch. 3: Elites in America” (pp. 49-76) (28 pgs)

### Tuesday, January 26<sup>th</sup>, 2016—Economic Inequality

- Assigned Reading (7 pgs/38 mins)
  - Stiglitz: “Of the 1%, By the 1%, For the 1%” (pp. 1-4) (4 pgs)
  - Yes Magazine: “Wealth Inequality in America” (6 mins)
  - Mother Jones: “It’s the Inequality, Stupid” (2 pgs)
  - Reich: Excerpt from *Inequality for All* (1 min)
  - NYT: “The Rich Get Richer During the Recovery” (1 pg)
  - Oliver: “Wealth Gap” (14 mins)
  - Wilkinson: “How economic inequality harms societies” (17 mins)
  - The Guardian: “Seattle economy soars alongside efforts to combat worsening inequality” (2 pgs) (OPTIONAL)
  - Seattle Times: “Income inequality is making your life worse” (1 pg) (OPTIONAL)
  - Seattle Times: “Mayor, county exec declare ‘state of emergency’ over homelessness” (1 pg) (OPTIONAL)

### Wednesday, January 27<sup>th</sup>, 2016—Masses in the United States

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

### Thursday, January 28<sup>th</sup>, 2016— Elections and Democracy

- Assigned Reading/Viewing (28 pgs/16 mins)
  - Schubert: “Elections, Parties, and Democracy” (pp. 127-154) (28 pgs)
  - Grey: “Primary Elections Explained” (5 mins)
  - Grey: “The Problems with First Past the Post Voting” (7 mins)
  - Grey: “The Alternative Vote Explained” (4 mins)

### Friday, January 29<sup>th</sup>, 2016—The Electoral College

- Assigned Reading (17 pgs/21 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)
  - Ted-Ed: “Does Your Vote Count?” (5 mins)
- Assigned Activity
  - Journal 4 (Fact Checking) Due Sunday by 11:59 PM!
  - Weekly Participation 4 Due Sunday by 11:59 PM!
  - Voter Registration Assignment Due Sunday by 11:59 PM!

## WEEK 5: THE MEDIA, GETTING INVOLVED, & MIDTERM

### Monday, February 1<sup>st</sup>, 2016—The Media

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

### Tuesday, February 2<sup>nd</sup>, 2016—No School

- Faculty No Contract Day—Enjoy the Day Off!

### Wednesday, February 3<sup>rd</sup>, 2016—Media Bias

- Assigned Reading/Viewing (80 pgs/6 mins)
  - Gladstone: “Introduction,” “In the Beginning,” “The American Exception,” & “Existential Angst,” “Bias,” & “War” (pp. xi-xxii, 3-34, 60-95) (80 pgs)
  - CNN: “Kalle Lasn on Buy Nothing Day Ad” (5 mins)
  - Be A Witness: “Darfur Ad” (30 secs)

### Thursday, February 4<sup>th</sup>, 2016—Freedom of Speech and Press

- Assigned Reading/Viewing (94 mins)
  - PBS: *The Most Dangerous Man in America* (94 mins)
  - Wikileaks: “Collateral Murder” (18 mins)
  - Colbert: “Interview with Julian Assange” (7 mins)

### Friday, February 5<sup>th</sup>, 2016—The Filter Bubble

- Assigned Reading/Viewing (11 pgs/77 mins)
  - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
  - Pariser: “The Online Filter Bubble” (9 mins)
  - NPR: “I Forgot My Phone” (2 mins)
  - Oliver: “Native Advertising” (11 mins)
  - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
- Assigned Activity
  - Midterm Due Sunday by 11:59 PM!
  - Journal 5 (Action Assignment) Due Sunday by 11:59 PM!
  - Weekly Participation 5 Due Sunday by 11:59 PM!

## WEEK 6: MONEY IN POLITICS

### Monday, February 8<sup>th</sup>, 2016—Elites and Organized Interests

- Assigned Reading (21 pgs)
  - Schubert: “Elites and Organized Interests” (pp. 159-179) (21 pgs)

### Tuesday, February 9<sup>th</sup>, 2016—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, February 10<sup>th</sup>, 2016—What So Much Damn Money Does

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

### Thursday, February 11<sup>th</sup>, 2016—No School!

- College Issues Day for Faculty and Staff!

### Friday, February 12<sup>th</sup>, 2016— Citizens United & Reforming the System

- Assigned Reading/Viewing (36 pgs/12 mins)
  - Clement: “Introduction” (pp. 1-6) (6 pgs)
  - Moyers: “Forward” (pp. xi-xviii) (8 pgs)
  - Leonard: “The Story of Citizens United v. FEC” (9 mins)
  - Propublica: “Money Is Speech” (3 mins)
  - 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 6 (Money in Politics) Due Sunday by 11:59 PM!
  - Weekly Participation 6 Due Sunday by 11:59 PM!

## **WEEK 7: THE LEGISLATIVE AND EXECUTIVE FUNCTIONS**

### **Monday, February 15<sup>th</sup>, 2016—No School!**

- Professional Development Day for Classified Staff

### **Tuesday, February 16<sup>th</sup>—The Legislative Elite**

- Assigned Reading/Viewing (32 pgs/7 mins)
  - Schubert: “Congress: The Legislative Elite” (pp. 181-212) (32 pgs)
  - Colbert: Taxation without Representation in Washington, D.C. (7 mins)

### **Wednesday, February 17<sup>th</sup>, 2016—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, February 18<sup>th</sup>, 2016—Gerrymandering**

- Assigned Reading/Viewing (6 pgs/17 mins)
  - Grey: “Gerrymandering Explained” (5 mins)
  - Grey: “Multiple Party Gerrymandering” (4 mins)
  - Ted-Ed: “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)
  - Washington Post: “How to Steal An Election” (2 pgs)

### **Friday, February 19<sup>th</sup>, 2016—The Presidency**

- Assigned Reading (21 pgs)
  - Schubert: “The Presidency” (pp. 213-232, 238) (21 pgs)
- Assigned Activity
  - Journal 7 (Grade Check-in) Due Sunday by 11:59 PM!
  - Weekly Participation 7 Due Sunday by 11:59 PM!

## **WEEK 8: FEDERALISM, THE JUDICIARY, & THE WAR ON DRUGS**

### **Monday, February 22<sup>nd</sup>, 2016—Federalism**

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

### **Tuesday, February 23<sup>rd</sup>, 2016—The Judiciary**

- Assigned Reading (20 pgs)
  - Schubert: “Courts: Elites in Black Robes” (pp. 241-260) (20 pgs)

### **Wednesday, February 24<sup>th</sup>, 2016—Interpreting the Constitution**

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

### **Thursday, February 25<sup>th</sup>, 2016—The War on Drugs**

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

### **Friday, February 26<sup>th</sup>, 2016—Choose Your Own Documentary**

- Assigned Reading/Viewing (?? mins)
  - Choose Your Own Political Documentary
- Assigned Activity
  - Journal 8 (Documentary Summary/Reflection) Due Sunday by 11:59 PM!
  - Weekly Participation 8 Due Sunday by 11:59 PM!



## **WEEK 9: PATRIOTISM, CIVIL DISOBEDIENCE, & CIVIL RIGHTS**

### **Monday, February 29<sup>th</sup>, 2016—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, March 1<sup>st</sup>, 2016—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, March 2<sup>nd</sup>, 2016—The Freedom Riders**

- Assigned Viewing (112 mins)
  - American Experience: *Freedom Riders* (112 mins)

### **Thursday, March 3<sup>rd</sup>, 2016—Civil Rights**

- Assigned Reading/Viewing (24 pgs)
  - Schubert: “Civil Rights: Diversifying the Elite” (pp. 315-338) (24 pgs)

### **Friday, March 4<sup>th</sup>, 2016—Nashville Nonviolence Movement (27 mins)**

- Assigned Viewing
  - A Force More Powerful: “Nashville Nonviolence Movement” (27 mins)
- Assigned Activity
  - Journal 9 (Nashville Nonviolence Movement) Due Sunday by 11:59 PM!
  - Weekly Participation 9 Due Sunday by 11:59 PM!
  - Action Assignment Due Sunday by 11:59 PM!

## WEEK 10: RACE AND AMERICAN POLITICS

### Monday, March 7<sup>th</sup>, 2016— Racial Bias, Even When We Have Good Intentions

- Assigned Reading (22 pgs)
  - Oh (Americans Are More Concerned About Racism Than at Anytime Since Rodney King) (1 pg)
  - Gabrielson (Deadly Force, in Black And White) (4 pgs)
  - Viskontas (The Science of Your Racist Brain) (4 pgs)
  - Mooney (The Science of Why Cops Shoot Young Black Men) (11 pgs)
  - Mullainathan (Racial Bias, Even When We Have Good Intentions) (2 pgs)

### Tuesday, March 8<sup>th</sup>, 2016—No School!

- Faculty Professional Development Day

### Wednesday, March 9<sup>th</sup>, 2016—The Hidden Costs of Stereotypes

- Assigned Reading/Viewing (29 pgs/74 mins)
  - Greenwald: “The Hidden Costs of Stereotypes” (pp. 94-122) (29 pgs)
  - ABC: What Would You Do?—Bicycle Thief (12 mins)
  - YouTube: “What Kind of Asian Are You?” (2 mins)
  - Frontline: “A Class Divided” (60 mins)
  - Project Implicit Website

### Thursday, March 10<sup>th</sup>, 2016—The Case for Reparations

- Assigned Reading (18 pgs)
  - Coates: “The Case for Reparations” (pp. 54-71) (18 pgs)

### Friday, March 11<sup>th</sup>, 2016— When Whites Don’t Get It

- Assigned Reading (12 pgs)
  - Kristoff: “When Whites Don’t Get It” (2 pgs)
  - Kristoff: “When Whites Just Don’t Get It, Part 2” (2 pgs)
  - Kristoff: “When Whites Just Don’t Get It, Part 3” (2 pgs)
  - Kristoff: “When Whites Just Don’t Get It, Part 4” (2 pgs)
  - Kristoff: “When Whites Just Don’t Get It, Part 5” (2 pgs)
  - Ayres: “When Whites Get A Free Pass” (2 pgs)
- Assigned Activity
  - Journal 10 (IAT) Due Sunday by 11:59 PM!
  - Weekly Participation 10 Due Sunday by 11:59 PM!

## WEEK 11: RESPONSIBLE CITIZENSHIP

### Monday, March 14<sup>th</sup>, 2016—Learned Helplessness and the Bystander Effect

- Assigned Reading (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)

### Tuesday, March 15<sup>th</sup>, 2016—Good Enough Activism

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

### Wednesday, March 16<sup>th</sup>, 2016—Great Citizenship

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

### Thursday, March 17<sup>th</sup>, 2016—The Optimism of Uncertainty

- Assigned Reading/Viewing (14 pgs)
  - Schubert: “What Can Students Do?” (pp. 367-368) (2 pgs)
  - Loeb: “The Ten Suggestions” (2 pgs)
  - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
- Assigned Activity
  - Citizen Pledge Due Today by 11:59 PM!

### Friday, March 18<sup>th</sup>, 2016—Final Reflection

- Assigned Activity
  - Citizen Pledge Due Today by 11:59 PM!
  - Final Reflection Due Sunday by 11:59 PM!
  - Weekly Participation 11 Due Sunday by 11:59 PM!
  - Weekly Journal 11 (Course Evaluation) Due Sunday by 11:59 PM!

## WEEK 12: FINAL EXAM

### Tuesday, March 22<sup>nd</sup>, 2016—Final Exam

- Assigned Activity
  - Final Exam Due Today by 11:59 PM!