
POLS 202: AMERICAN GOVERNMENT Bellevue College (Winter 2013)

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

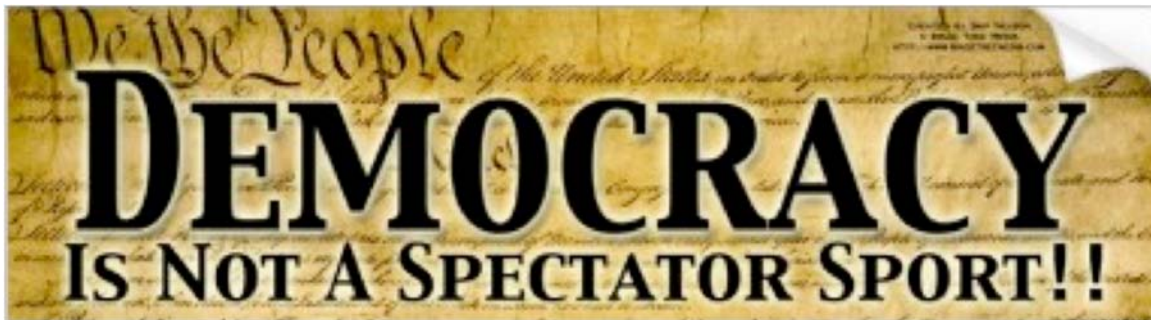
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“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be” ~ Thomas Jefferson

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

COURSE DESCRIPTION

This is an introductory course that is designed for students new to the study of American politics. By the end of the quarter, you should understand the structure of American government and have an increased ability to critically reflect on American politics. Specific topics of study include: the Revolution, the Constitution, Congress, the Presidency, the Supreme Court, civil rights, civil liberties, informed and active citizenship, and much more. This is not a current events course, but we will spend time on the discussion board each week addressing news topics related to the course content.

COURSE OBJECTIVES

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

COURSE POLICIES

This is a college-level course, which means *you are responsible for your own learning*. I will do my best to facilitate our interactions on-line in a fun and interesting way, and to assess your learning fairly. I expect you to do your best to complete assignments in a

timely and appropriate fashion, to log on to the course website each work day prepared for the day's work, and to actively participate in on-line discussions and activities. ***If you do not understand something you need to take the initiative to find out the answer***—post a question on the logistics discussion board, email me, etc. I cannot read minds so it is up to you to try to seek clarity when it is lacking.

RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS

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

A NOTE ABOUT IDEOLOGY

I have no intention of trying to convert you to my belief system. The issues we will be exploring are often contentious and sometimes there will be no right or wrong answers. That being said, I believe there are good and bad arguments. Good arguments will be entertained on the discussion board (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

LATE ASSIGNMENTS AND MISSED EXAMS

All major due dates are indicated on the calendar on our course website. Because I believe that one of the major lessons that students learn in college is the importance of meeting deadlines, I will not accept any late work unless it has been approved by me BEFORE the date it is due or you can document an emergency. ***All assignments turned in late will receive a grade of 0.0.*** Likewise, ***missed quizzes and exams will receive a grade of 0.0.*** Make-up exams will not be administered unless you receive prior permission from me or you can document a catastrophe (such as being medically unable to take the exam).

DISABILITY RESOURCES

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132 and the reception desk phone number is 425-564-2498. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110. Finally, if you have either an apparent or non-apparent disability and require assistance in case of an emergency situation, such as a fire, earthquake, etc., please let me know early in the quarter so that we can develop an appropriate safety plan for you. Thank you.

ACADEMIC INTEGRITY

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College (http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.asp). Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College and go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or send me a message via email.

COURSE MATERIALS

The primary texts for the course are Dye, Zeigler, and Schubert's *The Irony of Democracy* (15th Edition) and Hennessey and McConnell's *The United States Constitution: A Graphic Adaptation*. These texts are available in the bookstore and on on-line—at Amazon.com they are priced \$72.56 and \$11.53 respectively. One copy of each text will be made available for short-term check out (up to two hours) in the library. Supplemental texts will be made available on our course website. To access the supplemental materials click on the "Modules" button and you will find them uploaded in the order in which they have been assigned. Please note that you are responsible for downloading (and reading and/or watching) all supplemental materials as they are assigned. For those of you who do not have a printer at home you can print in the student computer lab in the N-Building or if you prefer you can just read the materials on-line. Please also note that ***all assigned materials should be completed before the class session for which they are scheduled***, so that you can participate in discussions and other activities that I have planned. Any material covered by an assigned reading/video may be included in examination questions, regardless of whether it is specifically discussed on the discussion board. If adjustments are made to the reading/viewing schedule, you will be informed via the announcement board on our class website. The assigned reading/viewing is the core of this class—if you don't keep up you are going to find it hard to succeed. The quarter's tentative reading/viewing schedule appears at the end of this syllabus. Please review it carefully and let me know if you have any questions or concerns so that we can address potential issues before they become problems.

READING/VIEWING PROMPTS

To help you get the most out of the course materials, you will be provided with a prompt for (nearly) every reading and video assigned in this course. These prompts will be made available at least one class period before the reading is due and they will include a handful of reflection questions as well as a comprehensive list of key concepts. Each week's prompts can be found 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%
Syllabus Quiz (Graded)	(5 pts)	1%
Course Evaluation (Credit/No Credit)	(5 pts)	1%
Picture Assignment	(5 pts)	1%
Citizen Pledge	(20 pts)	3%
Survey Assignment	(40 pts)	7%
Media Consumption Assignment	(40 pts)	7%
Action Assignment	(40 pts)	7%
Citizen Reflection	(40 pts)	7%
Weekly Journal (10 pts per week)	(100 pts)	17%
Weekly Participation	(100 pts)	17%
Midterm Exam	(100 pts)	17%
Final Exam	(100 pts)	17%
	(600 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	558-600	93-100%	C	438-467	73-77%
A-	540-557	90-92%	C-	420-437	70-72%
B+	528-539	88-89%	D+	408-419	68-69%
B	498-527	83-87%	D	360-407	60-67%
B-	480-497	80-82%	F	0-299	59% & Below
C+	468-479	78-79%			

CITIZENSHIP EXAM (5 PTS) (JANUARY 6TH)

Immigrants who want to become citizens have to meet a number of requirements, including passing a civics test that covers U.S. government and history. The test is conducted orally and in order to pass the test the applicant has to answer 6 out of 10 questions correctly. The questions for this civics test are selected from a list of 100

sample questions. Some of the questions are easy—For example: “When do we celebrate independence day?” Others are more difficult. Presumably most of you are already American citizens so you should be able to pass the test. This particular assessment is a credit/no-credit quiz so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take about ten minutes. Please do NOT refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of twenty points. I would like you to post your scores on the discussion board along with your reflections on the quiz and your performance. At the end of the week I will go back in and change your grade to either five points if you took the quiz and posted your results and reflections on the discussion board or zero points if you did not. To access the quizzes just click on the “Quizzes” button and you should see it there.

SYLLABUS QUIZ (5 PTS) (JANUARY 6TH)

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

PICTURE ASSIGNMENT (5 PTS) (JANUARY 6TH)

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 (5 PTS) (DUE DATE TBA)

This assignment involves filling out an online course evaluation before the end of the quarter. You will not be graded on how you evaluate the course, but rather on whether you evaluate it. In other words, this is a credit/no-credit assignment. Its purpose is for me to get feedback on the course and my role in it. Your feedback will be anonymous and I won't see it until after grades have been posted. More details will be made available toward the end of the quarter. Please let me know if you have questions before then.

CITIZEN PLEDGE (20 PTS) (MARCH 19TH)

For this assignment, you need to write a citizen pledge that you will recite, record, and share on the course discussion board. This assignment is due by 11:59 pm on Tuesday, March 19th, 2013. I encourage you to draw inspiration from other pledges, oaths, and inspiring texts, but the pledge that you write and recite needs to be your own. See the course website for more details on this assignment (including link to other pledges, oaths, and inspiring texts).

SURVEY WRITING ASSIGNMENT (40 PTS) (JANUARY 11TH)

This writing assignment requires you to conduct a survey of twenty questions to ten people. The first ten questions are drawn verbatim from the U.S. Citizenship exam and

the second ten questions relate to the upcoming election—they are the same questions in the citizenship exam and election quiz assessments described above. You will need to make at least one front-to-back copy of the questionnaire provided in order to complete this assignment. This is an in-person interview survey—not a self-administered questionnaire—so you will need to read each question to each respondent. When the respondents give you an answer make sure you mark it down. It is important that you prevent the survey respondent from seeing the questionnaire itself. Once you have completed ten surveys, you will need to input the data that you collect into the excel template that I have provided for you on the course website. Once the data have been inputted, I would like you to analyze and reflect on the data in light of the first day's readings and our class discussion about civic ignorance. Your write-up should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Click on the "Assignments" button on the course website to see more detailed directions. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Friday, January 11th, 2013.***

MEDIA CONSUMPTION ASSIGNMENT (40 PTS) (JANUARY 25TH)

For the first part of this writing assignment you need to compile a log of your media consumption on two separate days—one workday and one non-workday. For each day, your assignment is to log all media activity, including: listening to the radio, surfing the Internet, reading the paper, talking on the phone, etc. For the second part of this assignment you need to conduct a twenty-four hour media blackout—no media of any kind for an entire day. For the third part of the assignment, you will need to analyze your personal media consumption and (the day you went without any media at all) and write a reflective essay about your relationship to the media environment. The purpose of this assignment is to get you to think critically about the role that media play in your life, the amount of media that you consume, what impact these media have on you as a consumer/citizen, etc. Your write-up should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Click on the "Assignments" button on the course website to access the questionnaire, the excel template, and more detailed directions. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Friday, January 25th, 2013.***

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

ACTION ASSIGNMENT (40 PTS) (FEBRUARY 22ND)

This assignment requires you to choose a political issue that you care about, research it, take political action, and reflect on your action. Start by thinking about what political issues you care about and why you care about them. Choose an issue and do some research into what, if anything, is being done locally, nationally, or internationally in regards to this issue. Once you've decided on an issue, carefully decide on one or more actions that you would be willing to take that would help resolve this issue. For example, you might start a petition, contact an elected official, attend a political protest or rally,

volunteer for a cause you believe in, etc. Please clear your action with me before doing it. After you've acted, you need to write a one-page, single-spaced reflection on the issue that you chose, what you did, why you did it, and what you learned. I would also like you to share an abbreviated version of this write-up with your classmates so they have a chance to engage with you about your action—these write-ups should be posted on the discussion board called “Action Assignment.” The write-up for me should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Friday, February 22nd, 2013.***

***Success Tip:** Pick a political topic that you care about and clear your action with me early in the quarter so that you are not rushing to do something lame at the last minute.

CITIZEN REFLECTION (40 PTS) (MARCH 19TH)

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., Bardes, Beinart, Canon, Carroll, Dye, Hennessey, Jefferson, King, Lincoln, Liu, Loeb, Reich, Wolf, and Zinn). This write-up should be one-and-a-half pages 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.

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

I would like you to keep a reflective journal this quarter. The purpose of this journal is to stimulate your thinking about the material being covered in class and to serve as a starting point for on-line discussions. You are responsible for writing one outside-of-class journal entry per week for a total of seven entries. Each journal entry should be at least 300 words in length. Each week's journal prompts will be posted on our course website by 11:59 pm Wednesday and you must complete your journal entry by 8:00 am on Monday. Each journal entry is worth ten points. Please let me know if you have any questions.

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

WEEKLY DISCUSSION (100 PTS) (REQUIRED EVERY WEEK)

Each week I will post between five and ten discussion questions on the discussion board, which can be accessed via the “Discussions” link (on the left hand side of the course website). It is your responsibility, as a member of our class, to respond thoughtfully to not only to my questions, but also to your classmates' comments—this requires reading (most of) your classmates' comments. To receive full credit on this portion of the class, you need to participate thoroughly in each week's discussion. Your final grade will be

based on the level of your involvement and the thoughtfulness of your contributions. I expect you to post throughout the week. Please don't wait until the end of the week to post—if you do, your classmates will not benefit from your insights and you will be downgraded for doing so. I expect you to read (most of) your classmates' posts and to make a minimum of five intellectually meaningful posts throughout the week. I recommend that you check the discussion board at least once a day between Monday and Friday. By checking the discussion board frequently, you will be able to identify more opportunities where you can add something to the conversation (thus improving your grade). Please follow the following guidelines when making posts.

- Your posts should be in sentence/paragraph format, and you should avoid “text message” grammar (that means no “u” instead of “you”).
- Please write complete sentences/paragraphs and fully explain and elaborate your points, using examples, evidence, and logic.
- Be precise about what you are saying; don't be vague or general.
- Respond to the topic, not the author. This does not mean that you should ignore the person who wrote the original post, but it means you need to focus on the ideas in the post and how to further the conversation on the topic, not tell the author what you think of his or her post.
- Minimize prejudices, biases, unfounded beliefs, and emotional reactions.
- Feel free to be personal and interpersonal as this will help us bond as an online community, but please do not go too far off onto personal tangents. In other words, I would like you to stay focused on the topics that I post for you. If you want to carry on other discussions, please use the “other” forum on the discussion site. The course content forums are reserved for addressing the course content of the week.
- Examples of good discussion posts include: clarifying or expanding the discussion if important points are unclear or missing; looking at the issue from another angle or perspective; adding pertinent information; and asking a question that forces your classmates to think more in depth about the topic.
- As much as possible, please cite page numbers and/or a web address so that your classmates can benefit from access to the sources of your information.
- I'm looking forward to an engaging and interesting discussion board!

MIDTERM EXAM (100 PTS) (FEBRUARY 10TH)

Your midterm must be submitted by 11:59 pm on Sunday, February 10th, 2013. This exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. A study-guide will be made available to you a week before the exam.

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

FINAL EXAM (100 PTS) (MARCH 8TH)

Your final must be submitted by 11:59 pm on Sunday, March 10th, 2013. Like the midterm, this exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. Also, like the midterm, a study-guide will

be made available to you a week before the exam.

WEEK ONE
(POLITICAL IGNORANCE AND IDEOLOGY)

Wednesday, January 2nd, 2013—Introduction to the Course

- Assigned Reading (20 pgs)
 - Syllabus (20 pgs)
- Assigned Activity:
 - Take the Citizenship Quiz! (Credit/No-Credit) (5 pts) (Due Sunday)
 - Post your score on the discussion board
 - Take the Syllabus Quiz! (Graded) (5 pts) (Due Sunday)
 - Upload profile picture (5 pts) (Due Sunday)
 - Introduce yourself on the discussion board!

Thursday, January 3rd, 2013—Civic 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 Test” (2 mins)

Friday, January 4th, 2013—American Political Ideology

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

WEEK TWO

(THE U.S. CONSTITUTION)

Monday, January 7th, 2013—The Irony of Democracy

- Assigned Reading/Viewing (21 pgs)
 - Dye: “To the Student” (pp. xix-xx) (2 pgs)
 - Dye: “The Irony of Democracy” (pp. 1-19) (19 pgs)
- Assigned Activity
 - Journal 1 Due by 8:00 am Today! (Political Ideology)

Tuesday, January 8th, 2013—The American Revolution

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

Wednesday, January 9th, 2013—The Constitution (Part 1)

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

Thursday, January 10th, 2013—The Constitution (Part 2)

- Assigned Reading/Viewing (60 pgs)
 - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs)
 - Bardes: “Amendments to the Constitution of the United States” (pp. 357-362) (6 pgs)

Friday, January 11th, 2013—The Constitution (Part 3)

- Assigned Reading/Viewing (27 pgs)
 - Dye: “The Elite Consensus of the Founding Fathers” (pp. 21-47) (27 pgs)
 - Zinn: “Some Truths Are Not Self-Evident” (pp. 110-112) (3 pgs)
- Assigned Activity
 - Survey Assignment Due by 11:59 pm Today!

WEEK THREE (COGNITIVE BIASES AND CIVIL LIBERTIES)

Monday, January 14th, 2013—Cognitive Biases

- Assigned Reading/Viewing (30 pgs)
 - McRaney: “Introduction” (xi-xvi), “Priming” (pp. 1-13), “Confirmation Bias” (pp. 27-31), “The Third Person Effect” (pp. 166-169) (30 pgs)
- Assigned Activity
 - Journal 2 Due by 8:00 am Today!

Tuesday, January 15th, 2013—Civil Liberties

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

Wednesday, January 16th, 2013—Freedom of the Press

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

Thursday, January 17th, 2013—The Military Industrial Complex

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

Friday, January 18th, 2013—Media Bias

- Assigned Reading/Viewing (39 pgs/9 mins)
 - Dye: “Ch. 5: The Media” (pp. 107-128) (22 pgs)
 - Gladstone: “Bias” (pp. 60-70) (11 pgs)
 - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
 - Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
 - Pariser: “Pariser: “The Filter Bubble” (9 mins)

WEEK FOUR (CIVIL RIGHTS)

Monday, January 21st, 2013—The MLK You Don't See on TV

- Assigned Reading/Viewing (5 pgs/60 mins)
 - Solomon: “The Martin Luther King You Don't See on TV” (2 pgs)
 - West: “Dr. West Weeps from His Grave” (3 pgs)
 - Smiley: *A Call to Conscience* (60 mins)
- Assigned Activity:
 - Journal 3 Due by 8:00 am Today!

Tuesday, January 22nd, 2013—Civil Rights

- Assigned Reading/Viewing (24 pgs)
 - Bardes: “Civil Rights” (pp. 88-111) (24 pgs)
- Assigned Activity
 - Journal 3 Due by 8:00 am Today!

Wednesday, January 23rd, 2013—Prejudice/Discrimination

- Assigned Viewing (70 mins)
 - Frontline: *A Class Divided* (60 mins)
 - Dateline: “Implicit Association Test” (10 mins)
- Assigned Activity
 - Take Implicit Association Tests

Thursday, January 24th, 2013—The Freedom Riders

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

Friday, January 25th, 2013— The New Jim Crow

- Assigned Reading/Viewing (19 pgs)
 - Alexander: “Introduction” (pp. 1-19) (19 pgs)
- Assigned Activity
 - Media Consumption Assignment Due by 11:59 pm Today!

WEEK FIVE
(ELITES, MASSES, AND CITIZENS UNITED)

Monday, January 28th, 2013—Elites in America

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

Tuesday, January 29th, 2013—Masses in the United States

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

Wednesday, January 30th, 2013—The 2008 Financial Crisis

- Assigned Reading/Viewing (108 mins)
 - *Inside Job* (108 mins)

Thursday, January 31st, 2013—Citizens United

- Assigned Reading/Viewing (14 pgs/12 mins)
 - Leonard: “The Story of Citizens United v. FEC” (9 mins)
 - Moyers: “Forward” (pp. xi-xviii) (8 pgs)
 - Clements: “Introduction” (pp. 1-6) (6 pgs)
 - Propublica: “Money Is Speech: A Mustical History” (3 mins)

Friday, February 1st, 2013—Citizens United Continued

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

WEEK SIX (ELECTORAL DYSFUNCTION/MIDTERM)

Monday, February 4th, 2013—Elections, Parties, and Democracy

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

Tuesday, February 5th, 2013—The Democratic Ideal

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

Wednesday, February 6th, 2013—The Electoral College

- Assigned Reading/Viewing (18 pgs/12 mins)
 - Dahl: “Electing the President” (pp. 73-89) (17 pgs)
 - NYT Editorial: “Drop Out of the College” (1 pg)
 - Grey: “How the Electoral College Works” (5 mins)
 - Grey: “The Trouble with the Electoral College” (7 mins)

Thursday, February 7th, 2013—Electoral Dysfunction

- Assigned Viewing (88 mins)
 - *Electoral Dysfunction* (88 mins)

Friday, February 8th, 2013—Midterm Exam!

- Assigned Activity
 - Midterm exam available today—due by 11:59 pm on Sunday!

WEEK SEVEN
(ELITES AND ORGANIZED INTERESTS)

Monday, February 11th, 2013—Elites and Organized Interests

- Assigned Reading/Viewing (20 pgs)
 - Dye: “Ch. 7: Elites and Organized Interests” (pp. 161-180) (20 pgs)
- Assigned Activity
 - Journal 6 Due by 8:00 am Today!

Tuesday, February 12th, 2013—Money in Politics

- Assigned Reading (33 pgs)
 - 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)

Wednesday, February 13th, 2013—What So Much Damn Money Does

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

Thursday, February 14th, 2013—One Billion Rising (V-Day)

- Assigned Reading
 - Readings to be announced!

Friday, February 15th, 2013—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)

WEEK EIGHT (CONGRESS AND THE PRESIDENT)

Monday, February 18th, 2013—President’s Day

- Assigned Activity
 - Journal 7 Due by 8:00 am Today!

Tuesday, February 19th, 2013—Congress

- Assigned Reading/Viewing (30 pgs)
 - Dye: “Congress: The Legislative Elite” (pp. 183-212) (30 pgs)

Wednesday, February 20th, 2013—The Senate Filibuster

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

Thursday, February 21st, 2013—Gerrymandering

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

Friday, February 22nd, 2013—The Presidency

- Assigned Reading/Viewing (28 pgs)
 - Dye: “The Presidency” (pp. 215-242) (28 pgs)
- Assigned Activity
 - Action Assignment Due by 11:59 pm Today!

WEEK NINE (THE JUDICIARY/FEDERALISM) TENTATIVE SCHEDULE

Monday, February 25th, 2013—The Federal Judiciary (22 pgs)

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

Tuesday, February 26th, 2013—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)
- Assigned Activity
 - Watch the Election Coverage on TV!

Wednesday, February 27th, 2013—With Liberty and Justice for Some

- Assigned Reading (14 pgs)
 - Greenwald: “Introduction” (pp. 1-14) (14 pgs)

Thursday, February 28th, 2013—First Tier Justice

- Assigned Reading (38 pgs)
 - Greenwald: “The Origins of Elite Immunity” (pp. 5-52) (38 pgs)

Friday, March 1st, 2013—Second Tier Justice

- Assigned Reading (53 pgs)
 - Greenwald “American Justice’s Second Tier” (pp. 222-267) (46 pgs)
 - Greenwald: “Epilogue” (pp. 268-274) (7 pgs)

WEEK TEN
(PATRIOTISM/CIVIL DISOBEDIENCE)

Monday, March 4th, 2013—Patriotism

- Assigned Reading/Viewing (20 pgs)
 - Beinart: “The War Over Patriotism” (pp. 1-7) (7 pgs)
 - Goldman: “Patriotism: A Menace to Liberty” (pp. 270-272) (3 pgs)
 - Zinn: “Patriotism” (pp. 111-120) (10 pgs)
- Assigned Activity
 - Journal 9 Due by 8:00 am Today!

Tuesday, March 5th, 2013—Civil Disobedience (Part 1)

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

Wednesday, March 6th, 2013—Civil Disobedience (Part 2)

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

Thursday, March 7th, 2013—TBD

- Assigned Reading/Viewing
 - TBD

Friday, March 8th, 2013—Final Exam

- Assigned Activity
 - Final exam available today—due by 11:59 pm on Sunday!

WEEK ELEVEN (CIVIC ENGAGEMENT)

Monday, March 11th, 2013—Getting Involved

- Assigned Reading/Viewing (39 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,” “Research Problems and Solutions,” “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, 87-91, 133-136, & 143) (39 pgs)
- Assigned Activity
 - Journal 10 Due by 8:00 am Today!

Tuesday, March 12th, 2013—Learned Helplessness/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, March 13th, 2013—We Don’t Have to Be Saints

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

Thursday, March 14th, 2013—Engaged Citizenship

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

Friday, March 15th, 2013—The Optimism of Uncertainty

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

WEEK TWELVE (ENGAGED CITIZENSHIP) TENTATIVE SCHEDULE

Monday, March 18th, 2013—Sworn Again America

- Assigned Activity
 - Journal 11 Due by 8:00 am Today!

Tuesday, March 19th, 2013—Final Reflection/Citizen Pledge

- Assigned Activity
 - Citizen Pledge Due by 11:59 pm!
 - Final Reflection Due by 11:59 pm!