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# **POLS 202: AMERICAN GOVERNMENT**

**Bellevue College**

**Fall 2019: Online**

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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

*“Doubt is not a pleasant condition, but certainty is an absurd one.”*

~Voltaire

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

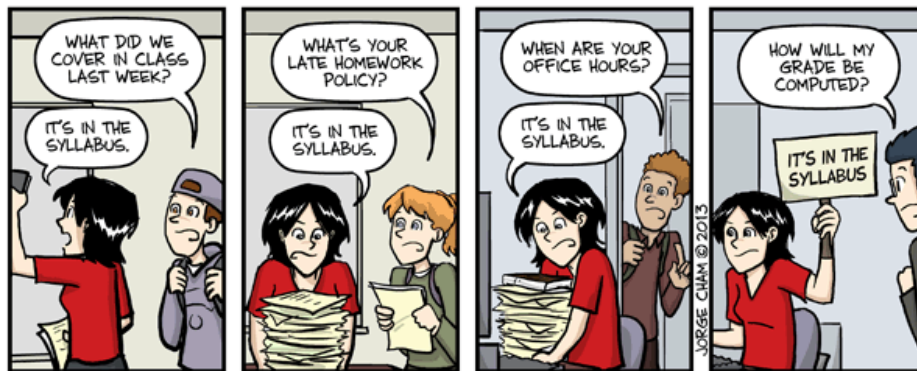
~Frederick Douglass

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

~Rabbi Hillel

*“The most common way people give up their power is by thinking that they don’t have any.”*

~Alice Walker



## **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. 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 Declaration of Independence, the Constitution, Congress, the Presidency, the Supreme Court, civil rights, civil disobedience, patriotism, the role of money in politics, race and politics, engaged 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 constructively engage in the political process
4. To foster self-reflection about the rights and responsibilities of citizenship.

## **COURSE POLICIES**

This is a college-level course, which means *you are responsible for your own learning*. I will do my best to facilitate our interactions on-line in a stimulating 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 several times each week prepared for the day's work, and to actively participate in on-line discussions and activities. *If you do not understand something please 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 are 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 undermine the ability of others in the class to learn. 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 are encouraged on the discussion board (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged. If I challenge one of your arguments, please do not take it personally; rather, please take it as an opportunity to refine your thinking and better communicate one or more of your arguments.

## **LATE ASSIGNMENTS AND MISSED EXAMS**

All major due dates are indicated in the syllabus and on Canvas (our course website). Because I believe that one of the major lessons that students learn in college is the importance of meeting deadlines, all late work will be penalized unless cleared with me in advance or you experience a hardship that you can document and that I approve. Specifically, *all assignments turned in late will be penalized 10% if they are turned in within one day of the due date, 25% if turned in between one and seven days of the due date, and 50% if turned in eight or more days after the due date.* Note: 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). Also, late work is only accepted up through the last full week of the quarter; late work will NOT be accepted during final's week.

### **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.

### **RELIGIOUS ACCOMMODATION**

### **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)).

Please be careful you do not plagiarize yourself. In other words, please do not turn in assignments for my class that you have turned in for other classes—unless what you turn in for my class is substantially revised. 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* (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 you are looking for a better deal. 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	(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 Participation (10 pts per week)	(100 pts)	17%
Weekly Journal (10 pts per week)	(110 pts)	18%
	<b>(600 pts)</b>	<b>100%</b>

## GRADEPOINT CONVERSION CHART

Grade	Percentage	Grade	Percentage
A	93-100%	C	73–76%
A-	90–92%	C-	70–72%
B+	87–89%	D+	67–69%
B	83–86%	D	60–66%
B-	80-82%	F	59% & Below
C+	77-79%		

### **CITIZENSHIP EXAM (5 PTS ~ 1%) (DUE SEPTEMBER 16<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 SEPTEMBER 17<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 SEPTEMBER 18<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 (10 PTS ~ 2%) (DUE SEPT 29TH)**

For this assignment, you need to register to vote by 11:59 PM on September 29<sup>th</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 (70 PTS ~ 11%) (NOV 27TH/DEC 1ST)**

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 links to other pledges, oaths, and inspiring texts). For the second part of this assignment, which is worth 50 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 at least seven to ten course materials to support your reflections in this assignment. 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 OCTOBER 6<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.

**\*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 NOVEMBER 10<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.

**\*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 journal response per week. 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 (100 PTS ~ 17%) (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. *Note: your lowest grade on this assignment will be dropped. In other words, your grade will be based on 10 of the 11 weeks of discussion.* 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) (DUE OCTOBER 21ST)**

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 DECEMBER 3RD)**

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: CIVIC IGNORANCE, NAIVE REALISM, POLITICAL IDEOLOGY, & THE IRONY OF DEMOCRACY

### Monday, September 16<sup>th</sup>, 2019—Introduction to the Course

- Assigned Reading
  - Syllabus (19 pgs)
- Assigned Activity
  - Citizenship Exam Due Today by 11:59 PM! (5 pts)

### Tuesday, September 17<sup>th</sup>, 2019—Gross Ignorance

- Assigned Reading (31 pgs/6 mins)
  - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
  - Nichols: “America’s Cult of Ignorance” (5 pgs)
  - Strauss: “Many Americans Know Nothing About Their Government” (2 pgs)
  - Souter: “This Is How Democracy Dies” (4 mins)
  - Maher: “Maybe We Need A New Citizenship Test” (2 mins)
- Assigned Activity
  - Syllabus Quiz Due Today by 11:59 PM! (5 pts)

### Wednesday, September 18<sup>th</sup>, 2019—Cognitive Biases

- Assigned Reading (29 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)
  - Resnick: “How to Fight the Dunning-Kruger Effect” (5 pgs)
- Assigned Activity
  - Profile Picture Assignment Due Today by 11:59 PM! (5 pts)

### Thursday, September 19<sup>th</sup>, 2019—The Moral Roots of Liberals and Conservatives

- Assigned Reading/Viewing (16 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)
  - Boghossian & Lindsay: “Engage with People Who Disagree with You” (2 pgs)

### Friday, September 20<sup>th</sup>, 2019—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 (Political Ideology) Due Sunday by 11:59 PM! (10 pts)

- Weekly Participation 1 Due Sunday by 11:59 PM! (10 pts)

## **WEEK 2: THE DECLARATION OF INDEPENDENCE AND THE CONSTITUTION**

### **Monday, September 23<sup>rd</sup>, 2019—The Declaration of Independence**

- Assigned Reading (28 pgs)
  - Wolf: “Introduction” (pp. 3-12) (10 pgs)
  - Wolf: “Freedom Is Intended as a Challenge” (pp. 13-21) (9 pgs)
  - Jefferson: “The Declaration of Independence” (pp. 345-346) (4 pgs)
    - Stanton/Mott: “Declaration of Sentiments” (2 pgs) (Reference)
    - Vietnamese Declaration of Independence (Reference)
  - CATO Institute: “Reading the Declaration of Independence” (5 pgs)

### **Tuesday, September 24<sup>th</sup>, 2019—The U.S. Constitution**

- Assigned Reading (97 pgs/4 mins)
  - Hennessey: “The Graphic Constitution” (pp. 1-87) (87 pgs) (THIS IS A CARTOON BOOK)
  - Schubert: “The Constitution of the United States of America” (pp. 369-378) (10 pgs)
  - Ted-Ed: “How power is divided in the U.S. government” (4 mins)

### **Wednesday, September 25<sup>th</sup>, 2019—Amendments to the U.S. Constitution**

- Assigned Reading/Viewing (64 pgs/2 mins)
  - BBC: “Veil of Ignorance” (2 mins)
  - Hennessey: “The Graphic Constitution” (pp. 88-141) (54 pgs) (THIS IS A CARTOON BOOK)
  - Schubert: Amendments to the Constitution” (pp. 378-385) (8 pgs)
  - Constitution Center: “Eight Basic Facts about the Bill of Rights” (2 pgs)

### **Thursday, September 26<sup>th</sup>, 2019—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)

### **Friday, September 27<sup>th</sup>, 2019—Ideals and Lies**

- Assigned Reading (13 pgs)
  - Hannah-Jones: “Our founding ideals of liberty and equality were false when they were written” (pp. 14-26) (13 pgs)
- Assigned Activity
  - Journal 2 (Veil of Ignorance) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 2 Due Sunday by 11:59 PM! (10 pts)
  - Voter Registration Assignment Due Sunday by 11:59 PM! (5 pts)

## **WEEK 3: ELITES, MASSES, INEQUALITY, & SURVEY ASSIGNMENT**

### **Monday, September 30<sup>th</sup>, 2019—Elites in America**

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

### **Tuesday, October 1<sup>st</sup>, 2019—Economic Inequality**

- Assigned Reading (27 pgs/23 mins)
  - Reich: “The Paradox” (pp. 3-14) (12 pgs)
  - Stiglitz: “The U.S. Economy is Rigged. And What We can Do About It” (15 pgs)
  - Yes Magazine: “Wealth Inequality in the United States” (6 mins)
  - Wilkinson: “How economic inequality harms societies” (17 mins)

### **Wednesday, October 2<sup>nd</sup>, 2019—No School for Students**

- Faculty Professional Development Day

### **Thursday, October 3<sup>rd</sup>, 2019—Masses in the United States**

- Assigned Reading (27 pgs)
  - Schubert: “Ch. 4: Masses in the United States” (pp. 77-103) (27 pgs)

### **Friday, October 4<sup>th</sup>, 2019—Catch-up Day/Work on Survey Assignment**

- Assigned Activity
  - Journal 3 (TBD) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 3 Due Sunday by 11:59 PM! (10 pts)
  - Survey Assignment Due Sunday by 11:59 PM! (50 pts)

## **WEEK 4: THE MEDIA**

### **Monday, October 7<sup>th</sup>, 2019—The Media**

- Assigned Reading (22 pgs)
  - Schubert: “Ch. 5: The Media” (pp. 105-126) (22 pgs)

### **Tuesday, October 8<sup>th</sup>, 2019—Media Bias**

- Assigned Reading/Viewing (80 pgs) (This is from a cartoon book)
  - Gladstone: “Introduction” (pp. xi-xxii) (12 pgs)
  - Gladstone: “In the Beginning,” “The American Exception,” & “Existential Angst” (pp. 3-34) (32 pgs)
  - Gladstone: “Bias” (pp. 60-70) (11 pgs)
  - Gladstone: “War” (pp. 71-95) (25 pgs)

### **Wednesday, October 9<sup>th</sup>, 2019—Filter Bubbles**

- Assigned Reading/Viewing (11 pgs/9 mins)

- Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 pgs)
- Postman: “My Dad Predicted Trump in 1985” (2 pgs)
- Waters: “Electronic Isolation Gives Cold Comfort” (pp. 1-2) (2 pgs)
- Pariser: “The Online Filter Bubble” (9 mins)
- March: “How to Break Your Online Filter Bubble” (3 pgs)

#### **Thursday, October 10<sup>th</sup>, 2019—The MLK You Don’t See on TV**

- Assigned Reading/Viewing (2 pgs/57 mins)
  - Solomon: “The MLK You Don’t See on TV” (2 pgs)
  - Smiley: “A Call to Conscience” (57 mins)

#### **Friday, October 11<sup>th</sup>, 2019—Bad Information/Fake News**

- Assigned Reading (31 pgs)
  - Flake: “On Bad Information and the Threat to Democracy” (14 pgs)
  - Bartlett: “How to Fight Fake News” (pp. 119-126) (8 pgs)
  - Kiely & Robertson: “How to Spot Fake News” (5 pgs)
  - NPR: “Students Have Dismaying ‘Inability’ to Tell Fake News from Real, Study Finds” (4 pgs)
  - Davis: “How to Self-Check the News And Get the Facts” (6 pgs)
  - News Literacy Project: “10 Questions for Fake News Detection” (1 pg)

#### Assigned Activity

- Journal 4 (Factchecking) Due Sunday by 11:59 PM! (10 pts)
- Weekly Participation 4 Due Sunday by 11:59 PM! (10 pts)

### **WEEK 5: THE U.S. ELECTORAL SYSTEM, PATRIOTISM, & CIVIL DISOBEDIENCE**

#### **Monday, October 14<sup>th</sup>, 2019—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)

#### **Tuesday, October 15<sup>th</sup>, 2019—The Electoral College**

- Assigned Reading (23 pgs/12 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)
  - Ted-Ed: “Does Your Vote Count?” (5 mins)
  - Khan: “The Troubling Reason Behind the Electoral College” (2 pgs)
  - Kessler: “Trump’s Flip-Flop on the Electoral College” (2 pgs)
  - ACLU: “Can We Fire the Electoral College?” (2 pgs)

### **Wednesday, October 16<sup>th</sup>, 2019—Patriotism**

- Assigned Reading (28 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)
  - Abdul-Jabbar: “Insulting Colin Kapaernick Says More About Our Patriotism Than His” (2 pgs)

### **Thursday, October 17<sup>th</sup>, 2019—Civil Disobedience**

- Assigned Reading/Viewing (24 pgs/2 mins)
  - BBC Radio: “Civil Disobedience” (2 mins)
  - Thoreau: “Civil Disobedience” (pp. 286-289) (4 pgs)
  - Canon, Lincoln, & King: “Civil Disobedience” (pp. 127-141) (15 pgs)
  - The Root: “MLK Would Never Shut Down A Freeway” (3 pgs)

### **Friday, October 18<sup>th</sup>, 2019—You’re More Powerful Than You Think**

- Assigned Viewing (45 pgs)
  - Liu: “Prologue” (pp. ix-xii), “Our Moment, Our Power, Our Plan” (pp. 3-14), “Power Is A Gift” (pp. 17-24), & “The Three Laws of Power,” (pp. 25-44) (45 pgs)
- Assigned Activity
  - Journal 5 (November Election) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 5 Due Sunday by 11:59 PM! (10 pts)

## **WEEK 6: MIDTERM, THE PARADOX OF CITIZENSHIP, GETTING INVOLVED & HOPE**

### **Monday, October 21<sup>st</sup>, 2019—Midterm**

- Assigned Reading
  - Midterm Review Sheet (Available One Week Before Exam)
- Assigned Activity
  - Midterm Due Online Today by 11:59 PM! (100 pts)

### **Tuesday, October 22<sup>nd</sup>, 2019—No School for Students**

- College Issues Day

### **Wednesday, October 23<sup>rd</sup>, 2019—The Paradox of Citizenship**

- Assigned Reading (29 pgs)
  - Bellamy: “What Is Citizenship And Why Does It Matter?” (26 pgs)
  - Liu: “Democracy Is for Amateurs” (3 pgs)

### **Thursday, October 24<sup>th</sup>, 2019—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, October 25<sup>th</sup>, 2019—Hope in the Dark**

- Assigned Reading (35 pgs)
  - Solnit: “Forward to the Third Edition” (pp. xi-xxvi) (16 pgs)
  - Solnit: “Looking into the Darkness” (pp. 1-5) (5 pgs)
  - Solnit: “When We Lost” (pp. 6-13) (8 pgs)
  - Solnit: “An Afterward” (pp. 137-142) (6 pgs)

#### Assigned Activity

- Journal 6 (Action Assignment) Due Sunday by 11:59 PM! (10 pts)
- Weekly Participation 6 Due Sunday by 11:59 PM! (10 pts)

## **WEEK 7: MONEY IN POLITICS**

### **Monday, October 28<sup>th</sup>, 2019—Elites and Organized Interests**

- Assigned Reading (22 pgs)
  - Schubert: “Elites and Organized Interests” (pp. 159-179) (21 pgs)
  - Boren: “Major Study Finds U.S. Is An Oligarchy” (1 pg)

### **Tuesday, October 29<sup>th</sup>, 2019—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, October 30<sup>th</sup>, 2019—What So Much Damn Money Does**

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

### **Thursday, October 31<sup>st</sup>, 2019—Citizens United**

- Assigned Reading/Viewing (14 pgs/9 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)

### **Friday, November 1<sup>st</sup>, 2019—Reforming the System**

- Assigned Reading/Viewing (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 (Money in Politics) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 7 Due Sunday by 11:59 PM! (10 pts)

## **WEEK 8: CONGRESS, GERRYMANDERING, THE PRESIDENCY, & THE ACTION ASSIGNMENT**

### **Monday, November 4<sup>th</sup>, 2019—The Legislative Elite**

- Assigned Reading/Viewing (34 pgs/7 mins)
  - Schubert: “Congress: The Legislative Elite” (pp. 181-212) (32 pgs)
  - Golkowski: “D.C. Votes to Become the 51<sup>st</sup> State” (2 pgs)
  - Colbert: Taxation without Representation in Washington, D.C. (7 mins) (OPTIONAL)

### **Tuesday, November 5<sup>th</sup>, 2019—Gerrymandering**

- Assigned Reading/Viewing (6 pgs/19 mins)
  - Politifact: “Congress has 11% approval ratings but 96% incumbent reelection rate” (1pg)
  - Washington Post: “How to Steal An Election: A Visual Guide” (1 pg)
  - Oliver: “Gerrymandering” (19 mins)
  - NYT: “The Great Gerrymander of 2012” (1 pg)
  - NYT: “Supreme Court Bars Challenges to Partisan Gerrymandering” (2 pgs)

### **Wednesday, November 6<sup>th</sup>, 2019—The Presidency/Authoritarianism**

- Assigned Reading (27 pgs/22 mins)
  - Schubert: “The Presidency” (pp. 213-232, 238) (21 pgs)
  - LA Times: “Trump’s Authoritarian Vision” (2 pgs)
  - Reich: “Donald Trump’s Guiding Philosophy Is Authoritarianism” (2 pgs)
  - McMullin: “Trump’s Attacks Are Authoritarian” (4 mins)
  - Oliver: “Authoritarianism” (18 mins)

### **Thursday, November 7<sup>th</sup>, 2019—A Comparative Perspective**

- Assigned Viewing (5 pgs/120 mins)
  - Speth: “We’re Number One” (1 pg)
  - The Atlantic: “What America Can Learn from the Rest of the World” (1 pg)
  - Gerson: “To Make America Great Again, We Need to Leave the Country” (3 pgs)
  - Moore: *Where to Invade Next* (120 mins)

### **Friday, November 8<sup>th</sup>, 2019—Catch-Up Day/Work on Action Assignment**



## **Veteran's Day**

- Assigned Activity
  - Journal 8 (Researching Your Representatives) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 8 Due Sunday by 11:59 PM! (10 pts)
  - Political Action Assignment Due Sunday by 11:59 PM! (50 pts)

## **WEEK 9: THE JUDICIARY, THE WAR ON DRUGS, AND FEDERALISM**

### **Monday, November 11<sup>th</sup>, 2019—Veteran's Day**

- No school!

### **Tuesday, November 12<sup>th</sup>, 2019—Elites in Black Robes**

- Assigned Reading/Viewing (20 pgs)
  - Schubert: "Courts: Elites in Black Robes" (pp. 241-260) (20 pgs)

### **Wednesday, November 13<sup>th</sup>, 2019—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, November 14<sup>th</sup>, 2019—The War on Drugs**

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

### **Friday, November 15<sup>th</sup>, 2019—Federalism**

- Assigned Reading/Viewing (24 pgs)
  - Schubert: "Federalism: State and Community Elites" (pp. 293-313) (21 pgs)
  - Madison: "Federalist #51" (pp. 381-383) (3 pgs)

### Assigned Activity

- Journal 9 (TBD) Due Sunday by 11:59 PM! (10 pts)
- Weekly Participation 9 Due Sunday by 11:59 PM! (10 pts)

## **WEEK 10: CIVIL RIGHTS**

### **Monday, November 18<sup>th</sup>, 2019—Civil Rights**

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

### **Tuesday, November 19<sup>th</sup>, 2019—The Hidden Costs of Stereotypes**

- Assigned Reading/Viewing (4 pgs/74 mins)
  - Scientific American: “How to Think about Implicit Bias” (4 pgs)
    - Greenwald: “The Hidden Costs of Stereotypes” (pp. 94-122) (29 pgs) (REFERENCE/OPTIONAL)
  - ABC: What Would You Do?—Bicycle Thief (12 mins)
  - YouTube: “What Kind of Asian Are You?” (2 mins)
  - Frontline: “A Class Divided” (60 mins)

### **Wednesday, November 20<sup>th</sup>, 2019—The Case for Reparations**

- Assigned Reading (18 pgs/24 mins)
  - Coates: “The Case for Reparations” (pp. 56-71) (16 pgs)
  - Henderson: “Why Is Seattle So Racially Segregated?” (6 mins)
  - Pulkkinen: “Here’s How Seattle Became So Segregated” (2 pgs)
  - Segregated Seattle (Website to Explore)
  - Oliver: “School Segregation” (18 mins)
- Assigned Activity
  - Journal 10 (Implicit Bias) Due Sunday by 11:59 PM! (10 pts)
  - Weekly Participation 10 Due Sunday by 11:59 PM! (10 pts)

### **Thursday, November 21<sup>st</sup>, 2019—When Whites Just Don’t Get It**

- Assigned Reading (16 pgs/69 mins)
  - Kristoff: “When Whites Just Don’t Get It: Parts 1-7” (14 pgs)
  - Media Education Foundation: “White Like Me” (69 mins)
  - Ayres: “When Whites Get A Free Pass” (2 pgs)

### **Friday, November 22<sup>nd</sup>, 2019—The Rise of White Supremacy**

- Assigned Viewing (54 mins)
  - Frontline: *Documenting Hate* (54 mins)

## **WEEK 11: ENGAGED CITIZENSHIP/CITIZEN PLEDGE/CITIZEN REFLECTION/THANKSGIVING**

### **Monday, November 25<sup>th</sup>, 2019—Learned Helplessness and the Bystander Effect**

- Assigned Reading (54 pgs)
  - Loeb: “Introduction” (pp. 1-19) (19 pgs)
  - McCraney: “Learned Helplessness” (pp. 205-209) (5 pgs)
  - McCraney: “The Bystander Effect” (pp. 73-77) (5 pgs)
  - Loeb: “We Don’t Have to Be Saints” (pp. 34-57) (24 pgs)

### **Tuesday, November 26<sup>th</sup>, 2019—Good Enough Activism**

- Assigned Reading (50 pgs)
  - Tinsley: “You Have to Pick Your Team” (2 pgs)
  - Brockman: “Despair Is Not A Strategy: 15 Principles of Hope” (5 pgs)
  - Liu: “Great Citizenship” (pp. 45-73) (29 pgs)

- Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
- Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)
- Schubert: “What Can Students Do?” (pp. 371-372) (2 pgs)

**Wednesday, November 27<sup>th</sup>, 2019—Catch-up Day/Work on Citizen Pledge/Reflection**

- Assigned Activity
  - Citizen Pledge Due Friday by 11:59 PM! (20 pts)
  - Weekly Journal 11 (Evaluation) Due Sunday by 11:59 PM! (10 pts)
  - Citizen Reflection Due Sunday by 11:59 PM! (50 pts)
  - Weekly Participation 11 Due Sunday by 11:59 PM! (10 pts)

**Thursday, November 28<sup>th</sup>, 2019—Thanksgiving Break**

- Enjoy the break!

**Friday, November 29<sup>th</sup>, 2019—Thanksgiving Break**

- Enjoy the break!

**WEEK 12: FINAL EXAM**

**Monday, December 2<sup>nd</sup>, 2019—Student Success Day**

- No school (for You)—Enjoy the Day Off!

**Tuesday, December 3<sup>rd</sup>, 2019—Final Exam**

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