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# POLS 101: INTRODUCTION TO POLITICAL SCIENCE

Bellevue College (Winter 2020)

T/TH 9:30-11:20 AM

L214

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

**Office:** A200B

**Office Hours:** T/TH: 8:00am-9:15am and 2:00-2:15, and by appointment.

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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.”*

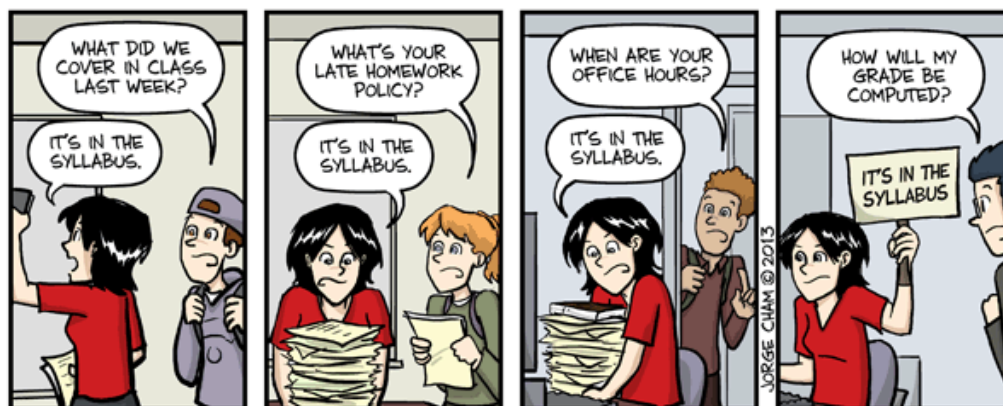
~Frederick Douglass

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

~Rabbi Hillel

*“The most common way that people give up their power is by thinking 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

## **COURSE DESCRIPTION**

This is an introductory course that is designed for students who are new to the study of politics. The purpose of this course is to provide you with a broad introduction to the field of Political Science, to help you sort through and develop informed opinions about a variety of political topics, and to prepare and motivate you to be better citizens. Some of the specific topics of study include: civic ignorance, the purpose of government, the functions of government, civil disobedience and patriotism, the relationship between the government and the economy, the media, international relations, and responsible citizenship. This is not a current events course, but we will spend time in class on most days addressing news topics related to the course content.

## **COURSE OBJECTIVES**

1. To develop a basic understanding of the academic field of Political Science.
2. To develop a more nuanced understanding of the role, power, and functions of government.
3. To become more informed and discriminating consumers of political information.
4. To constructively engage in the political process
5. 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 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 come to class prepared for the day's work, and to actively participate in classroom discussions and activities. You are responsible for any material missed due to absence or lateness so I encourage you to get acquainted with those around you, trade e-mail addresses and/or phone numbers, and make one or more study buddies. ***If you do not understand something please take the initiative to find out the answer—***ask me before or after class, come to my office hours, email me, etc. I cannot read minds so I ask that you be proactive about seeking 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. Our collective 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 make it more difficult for others 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 welcome in class (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

## **LATE ASSIGNMENTS AND MISSED EXAMS**

All major due dates are indicated in the syllabus and on Canvas. 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 can document a personal hardship 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. ***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; in other words, 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 ACCOMMODATIONS**

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

## **CONFIDENTIALITY AND MANDATORY REPORTING**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more

information can be found at Title IX (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, please visit: <https://www.bellevuecollege.edu/reportconcerns>.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

### 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. Similarly, please do not turn in the same thing for two different assignments. If you are caught cheating or plagiarizing it will result in a grade of 0.0 for the assignment/exam in question. If you are caught cheating or plagiarizing more than once this quarter you will fail the course. 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 text for this course is Van Belle and Mash's *A Novel Approach to Politics* (5<sup>th</sup> Edition). It is available in the campus bookstore and it can be purchased (currently for \$70.16) or rented (currently for \$26.64) on Amazon. The book will also be made available for short-term check out (up to two hours) in the library. Earlier editions of the book, specifically the 3<sup>rd</sup> and 4<sup>th</sup> editions are okay if you cannot afford the 5<sup>th</sup> edition, but you are responsible for any content that is different. Also, the pop culture references, and there are many in this book, are not as up-to-date in previous editions. Supplemental texts and videos will be made available on our course website in the Modules section. Note: I always try to find free versions of the videos that I assign, but ***you may have to rent one or two videos during the quarter if I cannot find the assigned video for free.*** 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 materials, including 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 in class. If adjustments are made to the reading/viewing schedule, you will be informed in class and 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 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)

Syllabus Quiz (Graded)	(5 pts)	1%
Voter Registration Assignment	(5 pts)	1%
Office Visit	(10 pts)	2%
Citizen Pledge	(20 pts)	3%
Reading/Viewing Prompts	(20 pts)	3%
Citizen Reflection	(40 pts)	7%
Survey Assignment	(50 pts)	8%
Political Action Assignment	(50 pts)	8%
Attendance/Participation	(90 pts)	15%
Midterm Exam	(100 pts)	17%
Final Exam	(100 pts)	17%
Weekly Journal (10 pts per week)	(110 pts)	18%
	<b>(600 pts)</b>	<b>100%</b>

### GRADEPOINT CONVERSION CHART (Final grades will NOT be rounded up!!)

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

C+	77-79%		
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### **SYLLABUS QUIZ (5 PTS ~ 1%) (JANUARY 5<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 having a couple of the syllabus next to you during the quiz so that you can easily refer to it.

### **VOTER REGISTRATION ASSIGNMENT (5 PTS ~ 1%) (JANUARY 12<sup>TH</sup>)**

For this assignment, you need to register (or pre-register) to vote by 11:59 PM on January 12<sup>th</sup>. You have to be 18 to register, but you can pre-register if you are 16+. Once you have registered, 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 or you have a very good reason why you do not want to register to vote, please try to get another person to register to vote as alternative assignment. Please let me know if you have any questions.

### **OFFICE VISIT (10 PTS ~ 2%) (DUE FEBRUARY 4<sup>TH</sup>)**

To fulfill the requirements for this assignment, you need to visit me during my office hours once prior to the midterm. Research shows that making connections with faculty increases students’ academic performance and satisfaction with their college experience. My office hours are Tuesdays and Thursdays from 8:00 am to 9:15 am and 2:00 pm to 2:15 pm and by appointment. If you are unable to make my scheduled office hours because of a time conflict, in order to receive full-credit you need to send me an email during the first two weeks of the quarter to arrange an alternative appointment time. If you wait more than two weeks there is no guarantee that I will be able to adjust my office hours for you. The purpose of the first office visit is threefold: (1) to break the ice so that you feel comfortable visiting my office, (2) for me to get to know you a bit better, and (3) to check-in to see how the course is going. See you soon!

### **READING PROMPTS (20 PTS ~ 4 %) (DUE FEBRUARY 4<sup>TH</sup> & MARCH 12<sup>TH</sup>)**

For nearly every assigned reading and video this quarter I have created a reading/viewing prompt to help you focus on what I think is most important for you to engage with in the assigned materials. Most of the prompts for the quarter are already available. In my experience, students who engage with the prompts before, during, and after engaging with the assigned materials do better on the midterm and final exams. To incentivize you to engage with these prompts, four times this quarter—twice before the midterm and

twice afterwards—I would like you to show me that you have engaged with a reading/viewing prompt in a meaningful way (e.g., by defining several key concepts and attempting to answer two or more questions on the prompt). Each prompt that you upload to the assignment is worth 5 points for a total of 20 points. Please let me know if you have questions.

### **SURVEY WRITING ASSIGNMENT (50 PTS ~ 8%) (DUE JANUARY 20<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 will be discussed in class. 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 between 1-2 pages, 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. Also, pay attention to detail and write more rather than less.

### **ACTION ASSIGNMENT (50 PTS ~ 8%) (DUE THURSDAY, FEBRUARY 23<sup>RD</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.

### **CITIZEN PLEDGE/REFLECTION (60 PTS ~ 10%) (MARCH 12<sup>TH</sup>/15<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 and share in class. 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 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, 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. Please let me know if you have any questions.

### **PARTICIPATION/ATTENDANCE (90 pts ~ 15%)**

This class would be extremely dull if I did all the talking so please do your part to participate. It is impossible for you to participate if you are not in class, but participation is about more than just attendance. You are expected to come to every class having done ALL the assigned reading, and you are expected to regularly contribute to our in-class discussions—even if you are shy. Please come to every class with a pen or pencil, some paper, a copy of the assigned reading, and a copy of that day's reading prompt. It is worth pointing out that *the BC guideline for homework is two hours outside of class for each credit hour!* Please note that I intend to start class on time every day and I expect you to be there when I do. Occasionally, you may find it necessary to be late, in which case I would certainly prefer that you come rather than miss the entire class. However, regular tardiness will negatively impact your grade. I will be taking attendance every day. In order to excuse an absence you need to come talk to me before or immediately after your absence. Excused absences include documented doctor's visits, family emergencies, and sometimes school or work-related issues. If you miss class, you are expected to connect with one or more of your classmates to find out what you missed. I am happy to clarify what you miss during my office hours, but I will only do so after you have checked with at least one of your classmates first.

**\*Success Tip:** Don't be shy. Try to participate every day. If you are confused, ask me questions in class, during my office hours, or via email.

### **MIDTERM EXAM (100 PTS ~ 17%) (FEBRUARY 4<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 ~ 17%) (MARCH 19<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. Unlike the midterm exam, however, this exam will be an online exam and it will be open book/open note.

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

As a supplement to the reading and our time together in class, 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—your lowest score will be dropped. 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 Thursday. 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.

## **TENTATIVE COURSE SCHEDULE**

### **WEEK 1: INTRODUCTION TO THE COURSE**

#### **Thursday, January 2<sup>nd</sup>, 2020—Introduction to the Course**

- Assigned Reading (50 pgs/6 mins)
  - Syllabus (15 pgs)
  - Shenkman: "Gross Ignorance" (pp. 13-36) (24 pgs)
  - Nichols: "America's Cult of Ignorance" (5 pgs)
  - Strauss: "Many Americans Know Nothing About Their Government" (6 pgs)
  - Souter: "How Democracy Dies" (4 mins)
  - Maher: "Maybe We Need A New Citizenship Test" (2 mins)
- Assigned Activity
  - Syllabus Quiz Due Sunday by 11:59 PM! (Graded) (5 pts)
  - Journal 1 Due (Help Me Help You) due Sunday by 11:59 PM! (10 pts)

## **WEEK 2: CIVIC IGNORANCE, SELF-DELUSION, INTELLECTUAL HUMILITY, & POLITICAL IDEOLOGY**

### **Tuesday, January 7<sup>th</sup>, 2020—Self-Delusion & Intellectual Humility**

- Assigned Reading (34 pgs)
  - McRaney: “Self-Delusion” (pp. 1-15), “Confirmation Bias” (pp. 27-31), “The Third Person Effect” (pp. 166-169) (24 pgs)
  - Resnick: “Intellectual Humility” (10 pgs)

### **Thursday, January 9<sup>th</sup>, 2020—The Ancient Debate**

- Assigned Reading (52 pgs/5 mins)
  - Van Belle: “Introduction” (pp. xix-xx, xxiii-xxiv) (4 pgs)
  - Van Belle: “Ch. 1: Introducing the Ancient Debate” (pp. 1-42) (42 pgs)
  - Cartoon: “Every Baby Knows the Scientific Method” (1 pg)
  - Bhogossian & Lindsay: “Engage with People Who Disagree with You” (5 pgs)
  - Tyson: “You Don’t Get to Deny Science” (5 mins)
- Assigned Activity
  - Journal 2 (Political Ideology) Due Sunday by 11:59 PM! (10 pts)
  - Voter Registration Assignment Due Sunday by 11:59 PM! (5 pts)

## **WEEK 3: WHY GOVERNMENT?**

### **Tuesday, January 14<sup>th</sup>, 2020—Collective Action/Public Goods/Social Contract**

- Assigned Reading/Viewing (50 pgs)
  - Van Belle: “Ch. 2: Why Government?” (pp. 45-74) (30 pgs)
  - Jefferson: “The Declaration of Independence” (2 pgs)
  - Constitution: “Preamble” (1 pg)
  - Colomer: “The Public Good” (13 pgs)
  - McRaney: “The Public Goods Game” (pp. 112-115) (4 pgs)

### **Thursday, January 16<sup>th</sup>, 2020—Civil Obedience & Conformity**

- Assigned Reading/Viewing (46 pgs)
  - Van Belle: “Ch. 3: Governing Society” (pp. 76-103) (28 pgs)
  - McRaney: “Brand Loyalty” (pp. 87-92), “Cult Indoctrination” (pp. 124-126), & “Conformity” (pp. 183-189) (16 pgs)
  - Pettigrew: “Psychology Explains Why Trump Supporters Shrug at Impeachment” (2 pgs)
- Assigned Activity
  - Journal 3 (TBD) Due Sunday by 11:59 PM! (10 pts)

## **WEEK 4: MLK, PATRIOTISM, CIVIL DISOBEDIENCE, POLITICAL ECONOMY, & INEQUALITY**

**Monday, January 20<sup>th</sup>, 2020—Martin Luther King Day**

- Assigned Activity
  - Survey Assignment Due Today by 11:59 PM! (50 pts)

**Tuesday, January 21<sup>st</sup>, 2020—Patriotism & Civil Disobedience**

- Assigned Reading/Viewing (40 pgs/2 mins)
  - 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 Kaepernick...” (1 pg)
  - BBC Radio 4: “Civil Disobedience” (2 mins)
  - Thoreau: “Civil Disobedience” (pp. 286-289) (4 pgs)
  - Canon, Lincoln, & King: “Civil Disobedience” (pp. 127-141) (15 pgs)
    - White Clergymen: “Letter to Martin Luther King” (1 pg) (REFERENCE)

**Thursday, January 23<sup>rd</sup>, 2020—Political Economy and Inequality**

- Assigned Reading (47 pgs)
  - Van Belle: “Ch. 4: Government’s Role in the Economy” (pp. 105-133, 137-139) (32 pgs)
  - Reich: “Introduction: The Paradox” (pp. 3-14) (12 pgs)
  - Stiglitz: “Of the 1%, By the 1%, For the 1%” (pp. 1-4) (4 pgs)
- Assigned Activity
  - Journal 4 (TBD) Due Sunday by 11:59 PM! (10 pts)

**WEEK 5: FUNCTIONS OF GOVERNMENT, ENVIRONMENTAL CRISIS, & THE EXECUTIVE FUNCTION**

**Tuesday, January 28<sup>th</sup>, 2020—Functions of Government/Environmental Crisis**

- Assigned Reading (50 pgs/24 mins)
  - Van Belle: “Ch. 5: Structures and Institutions” (pp. 140-168) (29 pgs)
  - Ted-Ed: “How Is Power Divided in the United States Government” (4 mins)
  - Daly: “On A Road to Disaster” (1 pg)
  - TIME: “2019 Person of the Year: Greta Thunberg” (20 pgs)
  - Leonard: “The Story of Stuff” (20 mins)

**Thursday, January 30<sup>th</sup>, 2020—The Executive Function & Demagoguery**

- Assigned Reading (34 pgs/18 mins)
  - Van Belle: “Ch. 6: The Executive” (pp. 170-196) (27 pgs)
  - Oliver: “Authoritarianism” (18 mins)
  - Gerson: “Are Republicans Abetting a Demagogue?” (2 pgs)
- Assigned Activity
  - Journal 5 (Action Assignment) Due Sunday by 11:59 PM!

## **WEEK 6: MIDTERM & GETTING INVOLVED**

### **Tuesday, February 4<sup>th</sup>, 2020—Midterm**

- Assigned Activity
  - Office Visit Due by 9:30 AM (10 pts)
  - Reading/Viewing Prompts (Part 1) Due by 9:30 AM (10 pts)
  - In-class (9:30-11:20) midterm exam! (100 pts)

### **Thursday, February 6<sup>th</sup>, 2020—The Paradox of Citizenship & Getting Involved**

- Assigned Reading (47 pgs)
  - Bellamy: “What Is Citizenship and Why Does It Matter?” (pp. 1-26) (26 pgs)
  - Liu: “Democracy Is for Amateurs” (pp. 1-3) (3 pgs)
  - Carroll: “You Can Do This,” “You Need to Do This,” “Registering Your Support or Opposition,” “Research Problems and Solutions” & “Putting It in Perspective” (18 pgs)
- Assigned Activity
  - Journal 6 (Your Grade) Due Sunday by 11:59 PM!

## **WEEK 7: THE LEGISLATIVE FUNCTION, GERRYMANDERING, THE JUDICIAL FUNCTION, & THE WAR ON DRUGS**

### **Tuesday, February 11<sup>th</sup>, 2020—The Legislative Function & Gerrymandering**

- Assigned Reading (37 pgs/24 mins)
  - Van Belle: “Ch. 7: The Legislative Function” (pp. 197-229) (33 pgs)
  - Politifact: “Congress Has 11% Approval Rating...” (1 pg)
  - John Oliver: “Gerrymandering” (20 mins)
  - Washington Post: “How to Steal an Election: A Visual Guide” (1 pg)
  - NYT: “The Great Gerrymander of 2012” (1 pg)
  - NYT: “Imbalance of Power” (1 pg)
  - Grey: “A Gerrymandering Solution” (4 mins)

### **Thursday, February 13<sup>th</sup>, 2020—The Judicial Function & the War on Drugs**

- Assigned Reading (34 pgs/5 mins)
  - Van Belle: “Ch. 9: Courts and Law” (pp. 251-284) (34 pgs)
  - Colbert: “The Word – Original Spin” (5 mins)
  - In-class film: *The House I Live In* (104 mins)

#### Assigned Activity

- Journal 7 (War on Drugs) Due Sunday by 11:59 PM! (10 pts)

## **WEEK 8: ELECTIONS IN THE U.S. & THE VALUE OF COMPARISON**

## **Tuesday, February 18<sup>th</sup>, 2020—Elections in the United States**

- Assigned Reading (41 pgs/28 mins)
  - Van Belle: “Ch. 10: “The Democratic Ideal” (pp. 285-319) (35 pgs)
  - Grey: “The Problem with First Past the Post Voting Explained” (7 mins)
  - Grey: “The Alternative Vote Explained” (4 mins)
  - 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 the Electoral College Exists” (2 pgs)
  - Daily Show: “Making Sense of the Electoral College” (8 mins)
  - Kessler: “Trump’s Flip-Flop on the Electoral College” (2 pgs)
  - ACLU: “Can We Fire the Electoral College?” (2 pgs)

## **Thursday, February 20<sup>th</sup>, 2020—The Value of Comparison/Catch up on Reading**

- Assigned Viewing (18 mins/6 pgs)
  - Gerson: “To America Great Again, We Need to Leave the Country” (2 pgs)
  - The Atlantic: “What Americans Can Learn from the Rest of the World” (2 pgs)
  - Speth: “We’re Number One” (1 pg)
  - Adichie: “The Danger of A Single Story” (18 mins)
  - In-Class Film: *Where to Invade Next* (120 mins)
- Assigned Activity
  - Journal 8 (Where to Invade Next) Due Sunday by 11:59 PM!
  - Political Action Assignment Due Sunday by 11:59 pm!
    - Come prepared to present your political action in class on Tuesday.

## **WEEK 9: THE MEDIA, BUREAUCRACY, & YOUR POLITICAL ACTION**

## **Tuesday, February 25<sup>th</sup>, 2020—The Media**

- Assigned Reading (51 pgs/9 mins)
  - Van Belle: “Ch. 11: Media, Politics, and Government” (pp. 320-353) (34 pgs)
  - Postman: “Amusing Ourselves to Death” (pp. 1-4) (4 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)
  - Bartlett: “How to Fight Fake News” (8 pgs)

## **Thursday, February 27<sup>th</sup>, 2020— The Bureaucratic Function & Political Action**

- Assigned Reading (22 pgs)
  - Van Belle: “Ch. 8: Brazilian Bureaucracy” (pp. 230-249) (20 pgs)
  - Danziger: “Five Styles of Administration” (pp. 158-159) (2 pgs)

Assigned Activity

- Journal 9 (Factchecking) Due Sunday by 11:59 PM! (10 pts)

**WEEK 10: INTERNATIONAL POLITICS, POLITICAL CULTURE,  
& THE STUDY OF POLITICS**

**Tuesday, March 3<sup>rd</sup>, 2020—International Politics**

- Assigned Reading (42 pgs)
  - Van Belle: “Ch. 12: International Politics” (pp. 355-394) (40 pgs)
  - Foreign Policy Magazine: “How to Get A B.A. in International Relations in 5 minutes” (2 pgs)

**Thursday, March 5<sup>th</sup>, 2020—The Study of Politics & Your Political Action**

- Assigned Reading (46 pgs)
  - Van Belle (Ch. 14: Political Culture) (pp. 397-421) (25 pgs)
  - Van Belle (Ch. 15: The Study of Politics) (pp. 422-431) (10 pgs)
  - APSA: “Why Study Political Science?” (1 pg)
  - APSA: “Political Science: An Ideal Liberal Arts Major” (1 pg)
  - APSA: “Majoring in Political Science” (1 pg)
  - APSA: “Career Sectors for Political Science” (1 pg)
  - Forbes: “Here’s Why Nothing Prepares You for the 21<sup>st</sup> Century Like A Liberal Arts Education” (7 pgs)
- Assigned Activity
  - Journal 10 (The Study of Politics) Due Sunday by 11:59 PM! (10 pts)

**WEEK 11: RESPONSIBLE CITIZENSHIP**

**Tuesday, March 10<sup>th</sup>, 2020—Learned Helplessness and the Bystander Effect**

- Assigned Reading (53 pgs)
  - Loeb: “Introduction” (pp. 1-19) (19 pgs)
  - McRaney: “Learned Helplessness” (pp. 205-209) (5 pgs)
  - McRaney: “The Bystander Effect” (pp. 73-77) (5 pgs)
  - Loeb: “We Don’t Have to Be Saints” (pp. 34-57) (24 pgs)

**Thursday, March 12<sup>th</sup>, 2020—Great Citizenship & Optimism**

- Assigned Reading/Viewing (52 pgs)
  - Liu: “Great Citizenship” (pp. 41-73) (33 pgs)
  - Tinsley: “You Have to Pick Your Team” (pp. 406-407) (2 pgs)
  - Brockman: “Despair Is Not A Strategy” (5 pgs)
  - Loeb: “The Ten Suggestions” (2 pgs)
  - Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)
- Assigned Activity
  - Citizen Pledge Due in Class and Online by 9:30 AM!
  - Weekly Journal 11 (Course Evaluation) Due Friday by 4:00 PM!
  - Final Reflection Due Sunday by 11:59 PM!

## **WEEK 12: FINAL EXAM**

### **Tuesday, March 17<sup>th</sup>, 2020—Student Success Day**

- No school for students. Tim available for additional office hours.

### **Thursday, March 19<sup>th</sup>, 2020—Final Exam**

- Assigned Activity
  - In-Class Final Exam 9:30a-11:20a in L221