

**Honors 206: Colloquium in Political Science M/W/F 1-2:20**

# AH 030

## Fall 2023

Dr. Melanie Bowers

Office Hours: Monday and Wednesdays 11:30-12:30pm or by appointment

Office: AH 424

Office Phone Number: 360-650-6270 Email: [whitlem@wwu.edu](mailto:whitlem@wwu.edu)

# TRIBAL LANDS STATEMENT

I would like to begin by acknowledging that we gather on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin, throughout the San Juan Islands and the North Cascades watershed, from time immemorial. Please join me in expressing our deepest respect and gratitude for our indigenous neighbors, the Lummi Nation and Nooksack Tribe, for their enduring care and protection of our shared lands and waterways.

# COURSE DESCRIPTION

This class introduces and explores major themes in political science. While we will use an international approach, we will spend about a third of our time investigating US politics, critically examining the idea of democracy, the ways it has developed and transformed over time, and the current challenges the nation faces. The course focuses heavily on the distribution of power, how this distribution promotes or inhibits various forms and government, and how systems change. We will look at the ways that institutions, political behavior and policy structure and reinforce the rights, privileges, and opportunities that individuals have access to and explore how different ideas about the role of government influence the social and economic environment we live in. Importantly, while we will analyze the challenges that the world’s government and political system face, we will also spend time talking about positive outcomes and the ways that both political elites and common citizens are changing our system for the better. The course is appropriate for students of all majors and does not assume any prior political knowledge. This is a lecture-based course, but it is also discussion-heavy and requires students to critically evaluate and discuss the readings, taking an active role in their own learning process.

# REQUIRED TEXT

We will use the open access textbook *Introduction to Political Science* published by OpenStax through Rice University as well as supplemental articles and current events found on the Canvas site.

The digital versions of *Introduction to Political Science* are free; you can access the book at <https://openstax.org/books/introduction-political-science/pages/1-introduction>. The PDF version is also available on Canvas. If you prefer a printed copy, you can arrange to have the book printed using the PDF file on Canvas at WWU Print Shop, Kinkos or similar print shops; a black and white printing will cost you around $30 at the WWU Print Shop (keep in mind they do not take student print money, you will have to use cash) and you can then put it into your own 3-ring binder.

# COURSE LEARNING OBJECTIVES

This course is designed to help you achieve certain objectives and goals that will help prepare you for responsible civic life. By the end of this course, you should be able to complete seven objectives:

1. Explain and critically analyze the role of government and political ideology
2. Explain the function of government institutions and articulate their relationship with each other, as well as with policy, and political behavior
3. Identify, explain and analyze some of the explanations political scientists provide for current political events
4. Understand and be able to discuss the role of power in politics
5. Critically assess the ways that politics and policy create and reinforce social systems and stratification
6. Critically analyze political arguments, including the strength of supporting evidence, dimensions of bias, and reliability of source information
7. Practice and improve written and verbal communication skills

# GENERAL UNIVERSITY REQUIREMENTS

## General University Requirements (GUR): Social Sciences

HNRS 206 fulfills the Social Science GUR by investigating the ways that human behavior shapes the political world. By exploring and applying a variety of theories, students begin to understand government, international relations, and policy as a reflection of human choices and institutions that often reflect predictable patterns. Through reading, discussion, application of theory and independent research, students also develop and enhance their critical thinking, analytic and communication skills.

# INTEGRITY, ACADEMIC HONESTY AND PLAGIARISM

Western Washington University has an official policy concerning academic dishonesty that is published in the General Catalog in Appendix D that can be found at [https://catalog.wwu.edu/content.php?catoid=15&navoid=3367.](https://catalog.wwu.edu/content.php?catoid=15&navoid=3367) This course will abide by this policy. Ignorance of this policy is not a valid excuse for violation of the policy. Cases of academic dishonesty will be handled according to the guidelines in Appendix D with major violations resulting in a failing grade for the course. **Use of generative AI is considered a violation of academic honesty unless an assignment expressly requires it’s use. If you are found to have used generative AI on an assignment, you will fail the assignment and be reported to the administration for academic dishonesty.**

# NON-DISCRIMINATION POLICY

Western Washington University’s equal opportunity and sexual misconduct policies protect everyone against discrimination and harassment based on: Race, Color, Creed, Religion, National Origin, Sex (including pregnancy and parenting status), Age, Disability, Marital Status, Sexual Orientation, Genetic Information, Veteran Status, and Gender Identity and Expression. If you feel that the classroom climate does not reflect this commitment, I encourage you to discuss this with me.

# UNIVERSAL LEARNING AND ACCOMMODATIONS FOR DISABILITIES

I am committed to the principle of universal learning. This means that our classroom, virtual spaces, our practices, and our interactions are to be as inclusive as possible. Mutual respect, civility, and the ability to listen to others carefully are crucial to universal learning.

Students needing accommodations or academic adjustments are welcome in this class. Please see me during the first week of class if you need to discuss appropriate accommodations that you may require as a student with a documented disability. To request disability accommodation, please contact The Disability Access Center office located at 360-650-3083, or for student assistance related to required course procedures, please contact the Student Life office at

360-650-3706.

# PROFESSIONALISM AND RESPECT

This is an inclusive classroom that is welcoming of all people and perspectives. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class and you are encouraged to express your disagreement in a respectful manner. You may also find that you share perspectives or experiences with others. While students’ ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectfully with each other. This means allowing others to share their perspectives without deirison or interruption, pushing back on ideas rather than on individuals, working to understand and ask questions rather than attack etc.. As an extension of this, I expect all students to make their best efforts to pronounce one another’s names correctly, and to respect one another’s personal pronouns. If you have questions or concerns related to these expectations, please speak with me. Personal attacks on an individual or group’s presentation and/or identities will not be tolerated.

# NAMES AND PRONOUNS

If you go by a name or pronoun that is different from the one on official Western Washington University documents, please let me know so that I can use the proper name and pronoun. You can request a name change through the Registrar’s Office by visiting: <https://www.wwu.edu/registrar/services/name_changes.shtml>

# WRITING ASSISTANCE

The Hacherl Research and Writing Studio provides writing support for students enrolled in classes at Western Washington University that require written assignments. Students meet with a professional staff member or writing assistant one-on-one to develop skills in writing and organization. Students can learn more about the studio at: https://library.wwu.edu/rws

# SYLLABUS FLEXIBILITY STATEMENT

This syllabus is subject to change. Changes, if any, will be announced in class and through email. Students will be held responsible for all changes.

# COMMUNICATION GUIDELINES

A significant amount of communication will happen during class; however, there are times when we will need to communicate outside of class hours. You should plan to check your email regularly, as I will communicate important information about class assignments, student questions, and syllabus adjustments in emails.

## Email

When you email me, be sure to include your full name and the course you are in. Depending on when you send your email, you can expect a response:

* Monday-Friday 12pm: within 24 hours (if you email between the hours of 8am and 6pm, it will likely be sooner).
* Weekend emails will be responded to within 48 hours.
* Emails received between 8pm and 7am will not be addressed until the following day.

If you do not receive a response from me within the above listed time frame, please send the email again.

## Office hours

Office hours are an ideal time to discuss ideas, questions and concerns in greater depth. I strongly encourage you to visit office hours at least once throughout the semester. I offer in- person office hours twice a week and virtual office hours can be arranged by appointment. When requesting an appointment, email me with the subject line “virtual office hours appointment request” to schedule an appointment. Please include the reason for the appointment request in your email so that I can be prepared for our meeting.

# CLASS EXPECTATIONS AND ATTENDANCE

In this class we will create a learning community where you will develop the knowledge and skills to be able to critically interrogate the political world. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the readings and

assignments and show up to class ready to actively engage in your own learning process. In return, you can expect me to be prepared, present the material enthusiastically, respond to your questions and concerns in a timely fashion, and lead you in a learning experience that will help give you skills and tools that you can apply in both your academic and professional lives.

## Class Attendance is Mandatory…sort of…

I expect you to attend class; but, I also expect you to stay home if you are sick in any way or if you have had exposure that requires you to self-isolate. Because of this, I will track attendance, but you will not lose points for absences (though I reserve the right to change this policy if there are excessive absences). Your presence in class will be reflected in your participation grade (with the understanding that you cannot participate on days you are out sick).

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| --- | --- | --- |
| **GRADING** |  | |
| 97-100 A+ | 93-96 A | 90-92 A- |
| 87-89 B+ | 83-86 B | 80-82 B- |
| 77-79 C+ | 73-76 C | 70-72 C- |
| 67-69 D+ | 63-66 D | 60-62 D- |
| < 60 F |  |  |

In order to pass the class, you must complete all major assignments.

# LATE POLICY

Late work will **only be accepted within one week of the established due date** unless there are extenuating circumstances or prior arrangements. If you believe you have extenuating circumstances, please contact me as soon as possible. If you submit late work, you will lose 10% of your earned grade for each day that it is late. That means if you earn an A but turn it in two days late, you will receive a C, three days late you will receive a D and four days late you will receive an F (which is still better than a 0, so be sure to submit your assignment).

# ASSIGNMENT EXPECTATIONS

## Generative AI is strictly prohibited. If you are caught using AI to complete your assignments, you will be reported for violating the Academic Code of Conduct

* All work must be submitted through the Canvas “discussion” or “assignment” tools (provided in your modules).
* No work will be accepted via email.
* All assignments should be completed by the beginning of the class period it is due.
* If the assignment is to be submitted in person as well as on Canvas, it should be typed, printed and stapled before coming to class
* Any outside sources that are required to complete an assignment should be cited in the text. A full citation in APA, MLA or Chicago format should also be included in a works cited at the end of the assignment.
* Students should carefully read all assignment instructions and look at the assignment grading rubric before completing assignments.
* You should complete assignments individually unless they have been assigned as group work
* All claims in your work should be supported by evidence. We will talk more about this in class.
* In all cases, I want to see that you are thinking deeply about topics, exploring ideas, and critically engaging with the political world. There isn’t a “right” answer, so this is a chance to really dig deeply and challenge yourself.

# ASSIGNMENTS

There are 1000 possible points.

1. Class Participation 150 points (15%)
2. Weekly Discussion Essays 455 points- 65 points/week x 7 Weeks

(45.5%)

1. Final Group Project 300 Points Total (30%)
   1. Group Contract and Plan 25 points
   2. Mid-Project Check-In 15 points
   3. Works Cited (20 sources) 25 points
   4. Script/Artists Statement 50 points
   5. Final Product 170 points
   6. Group and Self Evaluation 15 points
2. Reflection Essay 95 points (9.5%)

# ASSIGNMENT DESCRIPTIONS

## Class Participation (Daily)

This is a participation-heavy lecture course. Because of this, I expect you to participate in class on a regular basis. This includes asking and answering questions, discussing core concepts with fellow students, and offering your own insights and understandings of class readings. I understand that many people are uncomfortable speaking in class and we will work as a class to develop a safe environment. That said, I expect students to step out of their comfort zones and be active members of the classroom community.

In order to earn a high grade for participation, students should:

* + Attend class
  + Arrive on time and stay for the entire class
  + Read all assigned readings and come to class with questions and thoughts on the

readings

* + Consistently take an active part in class discussions, group activities, and in- class assignments

## Weekly Discussion Essays (Due Fridays before class Submit on Canvas and have Copy in Class)

In weeks 2- you will submit a 1 page paper (12pt font, 1”margins, single spaced, Times New Roman or Arial Font) that responds the weekly discussion prompt in the syllabus. In your paper you should build an argument that **applies that week’s concepts to the US case; to support your argument you must include 3 new sources (can be academic or non-academic but must be reputable).** The key is that you support your assertions with evidence ie: not “capitalism is terrible” but “capitalism is problematic because it does X (source), causes Y (source) and leads to Z (source)”. Your papers should build a clear, coherent argument that reflects your genuine views on the question. The essay prompts will provide a launching point for class discussion on Fridays, so you should come prepared to discuss your ideas. Be sure to properly cite all references, including class readings. If you are unsure how to do this, please review the materials provided under Resources on Canvas or speak to me directly. Be sure to include your chosen prompt at the top of your paper.

## Final Group Project

We often focus on the myriad problems facing the US and the political world. While this is important, it can also skew our perspective and make us think that the world is irreparably broken. In reality, governments and citizens work every day at all levels to make positive change. In this assignment, you will in groups of 4-5 to identify something that government, non-governmental groups or private citizens have done to elicit positive political or policy change in the US. This can be at any level of government (federal, state, local), any branch of government (executive, legislative, judiciary, bureaucracy) or in any configuration of private group (non-profits, private business, activist organizations, social movements, individual citizens etc.). The key is that the change is being elicited through the political or policy system (so, for example, a company changing their practices to be more environmentally friendly because of consumer pressure would not qualify, but the EPA changing rules to require more environmentally friendly practices would). Keep in mind that one person’s positive might be another person’s negative. That is OK. The point is that change happens. The exception to this would be actions carried out by hate groups or to expressly discriminate/harm others.

You will self-select into groups based on broad topics you are interested in; then, as a group, you will decide on the specific subject matter and form. This is a creative research project that will be presented to the class and can take any form including, but not limited to, documentary/video, podcast, art project w/extensive artist statement and presentation, play/theater, comedy routine, music or musical, or a traditional paper with presentation. You will present your project to the class over 2 days, with each group’s presentations lasting 15-20 minutes. Your final project grade will be 50% group grade, 50% individual grade.

Once you identify a positive political/policy change, you will research the topic and provide an interesting, well-practiced presentation for the class about your change. You should cover: 1. what was going on previously/why was change needed 2. who was involved in advocating for and carrying out the change 3. What was the change- what actually happened 4. What are the actual or expected outcomes 5. For whom is this likely to be viewed as positive change 6. What are the next steps?

You will work in groups of 4-5 students to explore a major issue or current event in US politics or policy and how political science might go about explaining why it. You will self-select into groups based on broad topics you are interested in; then, as a group, you will decide on the specific subject matter and form.

## Your project must include information about the following items:

1. The Problem/Issue/Phenomenon that Precipitated change
   1. What was going on?
   2. Who was involved?
      1. Who was harmed and who benefits?
      2. Who had power?
      3. Who was trying to get the system to change?
   3. How did this problem affect individuals?
   4. To what extent did this problem reflect broader social systems/systemic issues in the political system?
   5. To what extent was the view of what was happening partisan?
2. Explanation of the Change
   1. Who was involved in advocating for and carrying out the change
   2. What were the political dimensions of the change
      1. Was there controversy, coalition building, partisan divide etc.
      2. Why was this the solution that was settled upon 3.
   3. What was the change- what actually happened
   4. What was the political response to the change
3. Impact of change
   1. Did the change work to address the problem?
   2. What were the outcomes/metrics that indicate success ?
   3. Has there been wider social or political change?
   4. If you picked a problem, what are one or two ways scholars or activists propose addressing the issue
   5. If you picked something positive- what are the outcomes and next steps
   6. Are there policies or programs currently under consideration that would address the issue or carry on the positive actions?
4. Political Analysis \*This can be it’s own section or incorporated throughout the paper\*
   1. What political science concepts help explain
      1. Why change happened when it did
      2. Why the particular change was chosen to address the problem
      3. How it was received by government, the public or the target population.
      4. The degree to which it was effective
      5. Etc.
   2. What’s next politically for the change or initial problem? Ie: is there support for continued change, does it need more resources/money, does it need a new policy solution etc.

## Your Project Should:

1. Be presented to the class in 15-20 minutes
   1. If you write a traditional paper, you will need to create a PowerPoint presentation
   2. If you create an art piece/other visual representation, you will need to present the art piece and a PowerPoint that explains the research you did, how you came to the particular art piece, what it represents and how it connects to your research
2. Be based on significant research from academic, government, professional and/or community-based sources.
   1. Minimum of 20 sources w/at least 10 academic sources
   2. Properly cited works cited should be submitted
3. Include statistics, facts, tables, charts, maps and/or images that tell your story
4. Use a written script or artists statement with in-text citations for all non-paper projects
5. Be well rehersed/polished
6. All supporting documents should be uploaded to Canvas in a readable file before your presentation day
   1. Script, Paper or Artists Statement in .doc or pdf
   2. Works cited in .doc or pdf
   3. Podcast/Videos in readable format or uploaded to YouTube a (ie: MP3 for audio, MPEG qt mov asf etc. for video; or submit a YouTube link w/privacy set to either Unlisted or Public )
   4. Class PowerPoint in ppt or link to Presi

## You will complete several assignments for the project:

1. **Project Planning and Group Contract (Due October 6th)**

You will submit one document that includes the following:

* + Which focused issue have you picked?
  + What medium/project format have you chosen?
  + Group contract that includes?
    1. Assign roles:
       1. **Project Manager**: responsible for keeping track of the overall project, which parts are missing, who “owes” work, and that things are flowing together towards your ultimate goal
       2. **Facilitator**: responsible for keeping group meetings on task and making sure everyone is able to participate and be heard while minimizing distractions/derailments
       3. **Recorder**: responsible for taking notes during meetings and disseminating key information to the group
       4. **Spokesperson/reporter**: Responsible for summarizing project and progress to class and professor; responsible for communicating questions, requests for assistance etc. with professor
       5. **Technologist/Materials Manager:** Identifies technological and material needs, learns how to acquire necessary tools/materials, learns about new tools and helps other group members use technology or supplies as needed
    2. Rules of engagement/group norms ie: show up on time to meetings; submit materials within 24 hours of group meeting to give time for others to review etc.
    3. Consequences (if desired) for breaking the terms of the contract. For example, you could make a rule that if you fail to submit your work two times you are kicked out of the group and that person would have to do a project on their own.
    4. List of specific tasks to be completed with the date the task needs to be completed and who is assigned to complete the task
    5. Signatures from all members agreeing to the terms of the contract

## Mid-project check in (Due November 3 on Canvas)

* + You will submit 1-2 paragraphs explaining
    1. Your progress overall
    2. What explanation(s) you are focusing on
    3. Assessment of group cohesion, effectiveness and problems
    4. Any lingering questions you have that you need help with

## Script/Paper/Artist Statement (Due the day of your presentation either December 6 or 8 on Canvas)

* + The specific product you turn in will depend on the project format you select
  + If you are presenting on a formal paper; you must submit that paper (should be 12-15 pages)
  + If you are presenting on a paiting, you must submit an artist statement (should be a minimum of 5 pages)
  + If you are creating a podcast, video, theater or comedy performance, musical etc. you need to create and submit a script that covers the project requirements (length will vary based on project)
  + Documents should be submitted on Canvas before coming to class
  + Should be submitted as .doc or pdf
  + Should include in-text citations for all sources used

## Bibliography/Works Cited (Due the day of your presentation either December 6 or 8 on Canvas)

* + For papers you should submit a works cited
  + For all other projects you should submit a bibliography
  + Minimum of 20 sources
  + Minimum of 10 academic sources
  + Chicago or APA format

## Presentation of final project (Upload presentation to Canvas; Presented in class either 12/6 or 12/8)

* + You will present your project to the class in a 15-20 minute presentation
  + Presentations should cover the information listed in the project requirements
  + This can be as creative as you like. For example, if you decide to do a Hamilton-style musical, you would be presenting it to the class.
  + If you choose a video or podcast, you will be presenting it to the class, so these items will be 15-20 minutes
  + Podcasts and videos must double check their technology before class
  + All presentations should be well-rehearsed and professional
  + Videos and traditional PowerPoints should include visual components- charts, graphs, maps, video clips etc.
  + All PowerPoints, videos and podcasts should be uploaded to Canvas prior to class

## Group and Self Assessment (Due the day of your presentation either December 6 or 8 on Canvas)

1. ​
   * You will complete an evaluation of your work and the work of your colleagues
   * You will give a letter grade for each of your colleagues with a brief (1- 2 sentences) explanation of why you gave the grade
   * You will provide a list of the tasks you were responsible for in the project w/a check next to the items you completed
   * You will provide a 1 paragraph narrative about your performance on the project

## Reflection Essay (Due Tuesday December 12 at 3:00 pm on Canvas)

In lieu of a final exam, you will submit a 3-4 page paper (12pt font, 1”margins, double spaced, Times New Roman or Arial Font) that reflects on what you have learned in the quarter. In your essay you should connect concepts across the weeks to develop a coherent picture of what you have learned, reflect on where there are questions or gaps in your understandings, identify the things you find challenging or exciting about the US political system, and reflect on your personal feelings about the US political system as you walk out of class. This essay does not require any outside

research. There is no right or wrong answer, so this should also be an honest assessment of your own learning.

# WEEKLY TOPICS AND READINGS

***\*All readings and assignments should be completed BEFORE assigned class period\****

## Week 1: Introduction to the Class

*Wed. 9/27: Introduction to the class*

READ: No reading

To Do: Sign up for a group on Canvas> People>Groups

*Fri. 9/29: Intro to Political Science* ***\*Bring internet accessible device to class\****

### DISCUSSION ESSAY QUESTION:

No essay or discussion, meet with groups in class \*be sure to sign up for a group before class

READ:

## Week 2: The Political Nature of Humans and Bias

*Mon. 10/2: Intro to Political Science and Group Work?*

READ: *Introduction to Political Science* Chapter 1: What is Political Science What is Politics

*Wed. 10/4: Why Government and Bias*

### READ:

*Introduction to Political Science* Chapter 2: Political Behavior is Human Behavior

*Fri. 10/6: Bias in the US*

### DISCUSSION ESSAY QUESTION:

To what extent should we be concerned about bias in modern US politics?

### READ:

1. When we can’t even agree on what is real: [https://news.harvard.edu/gazette/story/2020/06/study-finds-political-](https://news.harvard.edu/gazette/story/2020/06/study-finds-political-bias-skews-perceptions-of-verifiable-fact/) [bias-skews-perceptions-of-verifiable-fact/](https://news.harvard.edu/gazette/story/2020/06/study-finds-political-bias-skews-perceptions-of-verifiable-fact/)
2. Welcome to Post Truth America. [https://www.bc.edu/bc-web/sites/bc-](https://www.bc.edu/bc-web/sites/bc-magazine/summer-2020/features/welcome-to-post-truth-america.html) [magazine/summer-2020/features/welcome-to-post-truth-america.html](https://www.bc.edu/bc-web/sites/bc-magazine/summer-2020/features/welcome-to-post-truth-america.html)
3. Finding our way out of a post-truth era. [https://thehill.com/opinion/campaign/3928988-finding-our-way-out-of-](https://thehill.com/opinion/campaign/3928988-finding-our-way-out-of-the-post-truth-era/) [the-post-truth-era/](https://thehill.com/opinion/campaign/3928988-finding-our-way-out-of-the-post-truth-era/)

### ASSIGNMENT*:*

1. Discussion Essay 1 (submit on Canvas before coming to class and have access to it in class)
2. Project Plan and Group Contract Due on Canvas

## Week 3: Ideology, Democracy and Non-Democracy

*Mon 10/9: Ideology*

### READ:

*Introduction to Political Science* Chapter 3: Ideology

*Wed 10/11: The Modern Rise of Nationalism*

### READ:

1. Brown, Gordon. Nationalism is the ideology of our age. No wonder the world is in crisis. [https://www.theguardian.com/commentisfree/2022/nov/15/nationalism-world-](https://www.theguardian.com/commentisfree/2022/nov/15/nationalism-world-crisis-rishi-sunak-joe-biden-g20) [crisis-rishi-sunak-joe-biden-g20](https://www.theguardian.com/commentisfree/2022/nov/15/nationalism-world-crisis-rishi-sunak-joe-biden-g20) (3.5 pages)
2. Wang Z. From Crisis to Nationalism? The Conditioned Effects of the COVID- 19 Crisis on Neo-nationalism in Europe. Chin. Polit. Sci. Rev. 2021;6(1):20–

39. doi: 10.1007/s41111-020-00169-8. Epub 2021 Jan 4. PMCID:

PMC7781420. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7781420/> (20 pages)

1. Sanneh, Kelefa. How Christian is Christan Nationalism. *New Yorker.* [*https://www.newyorker.com/magazine/2023/04/03/how-christian-is-christian-*](https://www.newyorker.com/magazine/2023/04/03/how-christian-is-christian-nationalism)[*nationalism*](https://www.newyorker.com/magazine/2023/04/03/how-christian-is-christian-nationalism)(11 pages)

*Fri 10/13: The US and the Pursuit of Democracy*

### DISCUSSION ESSAY QUESTION:

Is democracy a universal value? Should the US form it’s international policy around promoting democracy throughout the world?

### READ:

1. A. Sen: “Democracy as a Universal Value [https://muse.jhu.edu/article/16979](https://muse.jhu.edu/article/16979%20(14) [(14](https://muse.jhu.edu/article/16979%20(14) pages)
2. Carothers, Daniels: Is the United States Giving Up on Supporting Democracy Abroad? [https://carnegieendowment.org/2016/09/08/is-united-states-giving-](https://carnegieendowment.org/2016/09/08/is-united-states-giving-up-on-supporting-democracy-abroad-pub-64516) [up-on-supporting-democracy-abroad-pub-64516](https://carnegieendowment.org/2016/09/08/is-united-states-giving-up-on-supporting-democracy-abroad-pub-64516)

*ASSIGNMENT:*

Discussion Essay 2 (submit on Canvas before coming to class and have access to it in class)

## Week 4: Political Economy and Inequality

*Mon 10/16- International Political Economy*

### READ:

*Introduction to Political Science* Chapter 16: International Political Economy

*Wed. 10/18: The Political Consequences of Economic Inequality*

### READ:

* 1. Rising inequality: A Major Issue of our Time *Brookings* [*https://www.brookings.edu/articles/rising-inequality-a-major-issue-of-our-time/*](https://www.brookings.edu/articles/rising-inequality-a-major-issue-of-our-time/)
  2. Theories of the Relationship Between Economic Inequality and Conflict: A Review of the Literature. [https://washcollreview.com/2021/04/23/theories-of-the-](https://washcollreview.com/2021/04/23/theories-of-the-relationship-between-economic-inequality-and-conflict-a-review-of-the-literature/) [relationship-between-economic-inequality-and-conflict-a-review-of-the-literature/](https://washcollreview.com/2021/04/23/theories-of-the-relationship-between-economic-inequality-and-conflict-a-review-of-the-literature/)

*Fri. 10/20: Capitalism and Democracy in the US*

### DISCUSSION ESSAY QUESTION:

Does Capitalism Subvert Democracy in the US?

### READ:

* + 1. Do Capitalism and Democracy Really Need Each Other? [https://hbr.org/2020/03/do-democracy-and-capitalism-really-need-each-](https://hbr.org/2020/03/do-democracy-and-capitalism-really-need-each-other) [other](https://hbr.org/2020/03/do-democracy-and-capitalism-really-need-each-other)
    2. **As inequality grows so does the political influence of the rich.** [**https://www.economist.com/finance-and-economics/2018/07/21/as-**](https://www.economist.com/finance-and-economics/2018/07/21/as-inequality-grows-so-does-the-political-influence-of-the-rich)[**inequality-grows-so-does-the-political-influence-of-the-rich**](https://www.economist.com/finance-and-economics/2018/07/21/as-inequality-grows-so-does-the-political-influence-of-the-rich)
    3. Is democracy failing and putting our economic system at risk? *Brookings Institute.* [https://www.brookings.edu/research/is-democracy-failing-and-](https://www.brookings.edu/research/is-democracy-failing-and-putting-our-economic-system-at-risk/) [putting-our-economic-system-at-risk/](https://www.brookings.edu/research/is-democracy-failing-and-putting-our-economic-system-at-risk/)

### ASSIGNMENT:

Discussion Essay 3 (submit on Canvas before coming to class and have access to it in class)

## Week 5: Political Parties and Elections

*Mon 10/23: Political Parties and Elections Overview*

### READ

*Introduction to Political Science* Chapter 8

*Wed 10/25: The Dangers of Minority Rule*

### READ:

1. *Tyranny of the Minority: Why American Democracy Reached the Breaking Point.* E-book available through the WWU library. Chapter 1 and Chapter 6; chapter 8 optional [https://ebookcentral-proquest-](https://ebookcentral-proquest-com.ezproxy.library.wwu.edu/lib/wwu/detail.action?docID=7282887&pq-origsite=primo) [com.ezproxy.library.wwu.edu/lib/wwu/detail.action?docID=7282887&pq-](https://ebookcentral-proquest-com.ezproxy.library.wwu.edu/lib/wwu/detail.action?docID=7282887&pq-origsite=primo) [origsite=primo](https://ebookcentral-proquest-com.ezproxy.library.wwu.edu/lib/wwu/detail.action?docID=7282887&pq-origsite=primo)

*Fri 10/27: US Elections in the Modern Age*

### DISCUSSION AND ESSAY QUESTION:

To what extent is the United States at risk of minority rule?

READ about Gerrymandering:

1. Wang, Hansi Lo. Is Drawing a Voting Map that Helps a Political Party Illegal? Only in Some States. *NPR.* [*https://www.npr.org/2023/05/17/1173469584/partisan-*](https://www.npr.org/2023/05/17/1173469584/partisan-gerrymandering-explainer-north-carolina)[*gerrymandering-explainer-north-carolina*](https://www.npr.org/2023/05/17/1173469584/partisan-gerrymandering-explainer-north-carolina)
2. Leonhardt, David. Gerrymandering, the Full Story. *NYTimes* [*https://www.nytimes.com/2022/09/30/briefing/gerrymandering-maps-districts-*](https://www.nytimes.com/2022/09/30/briefing/gerrymandering-maps-districts-republicans-democrats.html)[*republicans-democrats.html*](https://www.nytimes.com/2022/09/30/briefing/gerrymandering-maps-districts-republicans-democrats.html)
3. Redistricting Litigation Roundup. *Brennan Center for Justice.* [*https://www.brennancenter.org/our-work/research-reports/redistricting-litigation-*](https://www.brennancenter.org/our-work/research-reports/redistricting-litigation-roundup-0)[*roundup-0*](https://www.brennancenter.org/our-work/research-reports/redistricting-litigation-roundup-0)

### ASSIGNMENT*:*

Discussion Essay 4 (submit on Canvas before coming to class and have access to it in class)

## Week 6: Executives and Legislatures

*Mon 10/30: Executives*

### SKIM

READ

Chater 10

Juan, Linz, “Perils of Presidentialism” *Journal of Democracy*, Volume 1, Number 1, Winter 1990, pp. 51-69 <https://muse.jhu.edu/article/225694/pdf>

*Wed 11/1: Assemblies/ Legislatures*

### READ

Chapter 9: Legislatures LISTEN

Would the US be Better Off With a Parliamentary System? NPR [https://www.npr.org/sections/itsallpolitics/2013/10/12/232270289/would-the-u-s-](https://www.npr.org/sections/itsallpolitics/2013/10/12/232270289/would-the-u-s-be-better-off-with-a-parliament) [be-better-off-with-a-parliament](https://www.npr.org/sections/itsallpolitics/2013/10/12/232270289/would-the-u-s-be-better-off-with-a-parliament)

*Fri 11/3: US Congressional Dysfunction*

### DISCUSSION AND ESSAY QUESTION

Is the US government’s current disfunction evidence that we need widespread institutional reform?

\*\*Reform could include many things but examples would be changing to a parliamentary system, proportional representation, shorter or longer terms, changes to term limits, changes to campaign finance structures, outlawing partisan gerrymandering etc.?

### WATCH

Frontline Documentary: *Immigration Battle* [https://www.pbs.org/video/frontline-](https://www.pbs.org/video/frontline-immigration-battle/) [immigration-battle/](https://www.pbs.org/video/frontline-immigration-battle/)

### READ

Congress is stuck. Here’s how we can jolt it into action — or work around it. *Politico* [https://www.politico.com/interactives/2019/how-to-fix-politics-in-](https://www.politico.com/interactives/2019/how-to-fix-politics-in-america/gridlock/) [america/gridlock/](https://www.politico.com/interactives/2019/how-to-fix-politics-in-america/gridlock/)

### ASSIGNMENTS*:*

* 1. Mid-Project Check in Due on Canvas
  2. Discussion Essay 5 (submit on Canvas before coming to class and have access to it in class)

## Week 7: The Media & Veterans Day

*Mon 11/6: Media and Politics Overview*

### READ:

*Introduction to Politics* Chapter 12: The Media

*Wed 11/8: The Power and Limitations of Social Media*

### READ:

1. Social Media Seen as Mostly Good for Democracy Across Many Nations, but US is a major Outlier. *Pew Research Center.* [*https://www.pewresearch.org/global/2022/12/06/social-media-seen-as-mostly-good-for-*](https://www.pewresearch.org/global/2022/12/06/social-media-seen-as-mostly-good-for-democracy-across-many-nations-but-u-s-is-a-major-outlier/)[*democracy-across-many-nations-but-u-s-is-a-major-outlier/*](https://www.pewresearch.org/global/2022/12/06/social-media-seen-as-mostly-good-for-democracy-across-many-nations-but-u-s-is-a-major-outlier/)

*Fri 11/10: University Closed for Veterans Day \*NO ESSAY THIS WEEK\**

## Week 8: Civil Liberties, Rights and the Courts

*Mon 11/13: Civil Liberties*

### READ:

*Introduction to Politics* Chapter 4

*Wed 11/15: Courts*

### READ:

*Introduction to Politics* Chapter 11

*Fri 11/17: The Power of the US Supreme Court*

### DISCUSSION AND ESSAY QUESTION

Is the US Supreme Court excessively activist?

### READ:

1. Bandow, Doug. The Left Loves Activist Judges Unless they Rule Right. *Cato Institute* [*https://www.cato.org/commentary/left-loves-activist-judges-unless-they-*](https://www.cato.org/commentary/left-loves-activist-judges-unless-they-rule-right)[*rule-right#*](https://www.cato.org/commentary/left-loves-activist-judges-unless-they-rule-right)
2. Read: Sherry, Suzanna. Why We Need More Judicial Activism. *Vanderbilt University Law School.* pages 1-8 only.
3. Unanimous Supreme Court Victory for Children with Disabilities. [https://www.lw.com/en/news/2023/03/unanimous-supreme-court-victory-for-](https://www.lw.com/en/news/2023/03/unanimous-supreme-court-victory-for-children-with-disabilities) [children-with-disabilities](https://www.lw.com/en/news/2023/03/unanimous-supreme-court-victory-for-children-with-disabilities) 3.
4. How the Supreme Court Changed the Definition of Disability [https://ballsandstrikes.org/scotus/how-the-supreme-court-changed-the-definition-](https://ballsandstrikes.org/scotus/how-the-supreme-court-changed-the-definition-of-disability/) [of-disability/](https://ballsandstrikes.org/scotus/how-the-supreme-court-changed-the-definition-of-disability/)
5. Disability and Aging Advocates Celebrate Supreme Court’s Talevski Decision. <https://19thnews.org/2023/06/talevski-supreme-court-decision/>

### ASSIGNMENT*:*

Discussion Essay 6 (submit on Canvas before coming to class and have access to it in class)

## Week 9: Thanksgiving and Group Work

*Mon 11/20: In Class Group Work, No New Reading Wed 11/22: No Classes, Thanksgiving*

*Fri 11/24: No Classes, Thanksgiving, NO ESSAY*

## Week 10: Individual and Group Political Participation

*Mon 11/27: Individual Participation*

### READ:

*Introduction to Politics* Chapter 5: Political Participation and Public Opinion

*Wed 11/29: Group Political Participation*

### READ:

*Introduction to Politics* Chapter 6: The fundamentals of Group Political Activity

*Fri 12/1: Protest in the US*

### DISCUSSION AND ESSAY QUESTION

What role should protest play in US politics? \*Be sure to acknowledge the pros and cons of protest

### READ:

Lipsky- Protest as a Political Resource

### WATCH:

Five-Thirty-Eight Podcast- Protest then and now

[**https://www.youtube.com/watch?v=yRoq\_1VrJDk**](https://www.youtube.com/watch?v=yRoq_1VrJDk)

ASSIGNMENT: Discussion Essay 7 (submit on Canvas before coming to class and have access to it in class)

## Week 11: Wrap up and Final Presentations

*Mon 12/4: Class Wrap Up*

READING: No New Reading

*Wed 12/6: Group Presentations*

READ: No New Reading

ASSIGNMENT: Group Presentation, Script/Paper, etc. , Bibliography Due on Your Presentation Day on Canvas Before Class

*Fri 12/8: Group Presentations*

READ: No New Reading

ASSIGNMENT: \* Due on Your Presentation Day on Canvas Before Class\*

* 1. Group Presentation
  2. Script/Paper, etc,
  3. Bibliography

## Finals Week- Our Assigned Final time is Tuesday Dec. 12 at 1-3 PM \*NO IN CLASS EXAM \*

ASSIGNMENT: Reflection Essay Due on Canvas **Tuesday Dec. 12 at 3:00 PM**