"Though this be madness, yet there is method in't." -Polonius, Hamlet.

Introduction:
American Government, Political Science 110, is both an introduction to university education and an entry level university course, therefore, this course is designed for first year HSU students.

Assumptions:
1. It is assumed that students in this course have met both junior and senior high school requirements in American Government.
2. This course assumes students have a basic understanding of the US political system, its major institutions and how these institutions function.
3. It is assumed that students have a basic understanding of the structure and function of California political institutions.
4. It is assumed that you have a “smart” phone or a “smart” device.

Expectations:
In a university you are expected to develop higher level thinking skills (memorization of content is not higher level thinking). These higher level thinking skills might help you to survive in the 21st century. University level thinking skills are required for survival because the world is changing, rapidly, and problem identification, problem solving, team work and networking are basic social, political and economic requirements in the 21st century.

Your world is NOT your parent's world:
Excerpts, below, from two articles on education and the global economy, illustrate the relationship between higher level thinking and the ability to survive in the twenty first century. Written over a half decade ago, most predictions made in these two articles have proven true over the past eight years.

Panel on Work-Force Skills Calls for Drastic Overhaul of America's Education System
By JEFFREY SELINGO
Washington

... radical changes are needed, the 26-member New Commission on the Skills of the American Workforce said, because the United States is lagging on several key educational benchmarks, and the structure of the global economy is changing in ways that make even educated American workers at risk of having their jobs outsourced to other countries.
"The only work that employers will pay high wages for in the future is creative work," said Marc S. Tucker, president of the National Center on Education and the Economy and vice chairman of the private, nonpartisan commission. "Being able to consistently create the next big thing is what will separate us from competitors on the other side of the world."

Excerpts from Tough Choices or Tough Times by the National Center on Education and The Economy, December 2006

“A swiftly rising number of American workers at every skill level are in direct competition with workers in every corner of the globe”

“While our international counterparts are increasingly getting more education, their young people are getting a better education as well.”

“...employers everywhere have access to a worldwide workforce composed of people who do not have to move to participate in work teams that are truly global.”

“...jobs that are most vulnerable are the jobs involving routine work.”

“Many good, well paying middle class jobs involve routine work of this kind and are rapidly being automated.”

“...how can American workers possibly maintain, to say nothing of improve, their current standard of living. Today, Indian engineers make $7,500 a year against $45,000 for an American engineer with the same qualifications. If we succeed in matching the very high levels of mastery of mathematics and science of these Indian engineers---an enormous challenge for this country---why would the world’s employers pay us more than they have to pay the Indians to do their work?”

“This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education---a very different kind of education than most of us have had-- are going to be the only security there is.”

“...[workers] will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self disciplined and well organized, able to learn very quickly and work well as a member of a a team and have the flexibility to adapt quickly to frequent changes in the labor market as the shifts in the economy become ever faster and more dramatic.”

“The core problem is that our education and training systems were built for another era. We can get where we must go only by changing the system itself.”

(emphasis added)

With the above in mind, this course is designed with the goal of providing an introduction to our systems of governance, practice in problem solving, consideration of ideas that shape design and construction of systems, practice in team work and development of political analysis.
Course Structure:

1. Understanding and Analysis of Systems: Idea>Design>Construction>Utilization
2. Application of Analysis to contemporary politics
3. Analysis of US and California Political Institutions
4. How to throw a house party and not end up in jail.

Course Objectives:
(To prepare students for survival in the 21st century)
1. Students will critically examine the concepts to freedom, responsibility and citizenship.
2. Students will think about systems.
3. Students will think about the relationship between ideas, design and the construction of systems and institutions.
4. Students will be able to apply the appropriate concepts in 1984 to institutions and systems.
5. Students will develop skills of political analysis and be able to analyze power relationships between individuals, institutions, and systems of thought.
6. Students will explore the philosophical and practical implications of the American Revolution and the counter revolutionary system of governance created by the Founding Fathers.
7. Students will develop an understanding of the institutional power structure of the federal and state government.
8. Students will consider the consequences of global economic relationships.
9. Students will develop skills in decision making and problem solving.
10. Students will learn to be effective citizens.

Title V

**POLITICAL SCIENCE INSTITUTIONS REQUIREMENT: CSU Executive Order 405 and Title 5: 40404 the teaching of “the Constitution of the United States, the operation of representative government under that Constitution, and the process of California State and local government” including the “political philosophies of the framers of the Constitution and the nature and operation of the United States political institutions and processes under the Constitution as amended and interpreted; the rights and obligations of citizens in the political system established under the Constitution; the Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under the Constitution; and contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation and the political processes involved.” EO 405**

****Specific Title V Learning Objectives to be evaluated by Project 3/ Test 2:

1. Students will distinguish the key philosophies of the framers of the U.S. Constitution.
2. Students will demonstrate an understanding of the nature and operation of major U.S. Political institutions and processes.
3. Students will identify the liberties, rights, and responsibilities of citizens under the political system established by the U.S. Constitution.
4. Students will demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal -State relations.
Course Requirements:
Three Projects (the number completed, successfully, determines part of your grade), Two required Test and One Optional Project

1. Test 1 is on this Course Outline
2. Project 1: Community Building with collective analysis of 1984
3. Project 2: 1984/Individual and Collective Text Application and Analysis
4. Project 3/Test 2: Title V (team project/test)
5. Project 4: Optional: Political Action Project (required for an A)

To pass (C or CR), this course, students must: 1. actively participate in one successful project, 2. take two test, 3. attend class and 4. receive CR on Project 3/Test 2 (Title V). (No student will pass this course without receiving a CR on Project 3/Test 2).

Project 4 is required of all students wishing to receive an A in the course (doing project 4 does NOT guarantee a student will receive an A in the course, the quality of work done on project 4 and meeting other course requirements will be considered in assigning a final course grade).

Attendance: You and/or someone else is paying for your university education, if you do not attend and actively participate in ALL of your courses you should NOT attend university. Your regular attendance is required for academic success. Lack of significant and meaningful contribution to group work may result in failure.

 TEXTS:
Books are available at Northtown Books in Arcata, some might also be discovered at used bookstores and ex-students might also lend/sell you their used copies. Total cost for all text should not exceed $75/student.

First and Second Project Text (1984 Community Projects)

All students must read: 1984 by George Orwell
(This book, and all books for this class, should be in print, not in electronic format)

And ONE of the following:

No Place to Hide by Glenn Greenwood
Fifteen (+) articles related to current events from Seeking Integrity Blog and the movie The Big Short
Against Love by Laura Kipnis
Rise of the Robots by Martin Ford
The Assassination of Fred Hampton by Jeffery Hass
The New Jim Crow by Michelle Alexander
The Divide by Matt Taibbi
One Size Does Not Fit All by Nikhil Goyal

Project 3/Test 2 Text (Title V Project and Test)

The Declaration of Independence (free)
The US Constitution (free)
Introduction to University Education:

Day 1: Why are you here (You will need a smart device to answer this question)? No, really, think about that question: why are you sitting in this class, at this university? If you are “fresh” to the university ask: what is the difference between high school and university? How much of my life am I willing to use up for this experience? What are the opportunity cost of my choice to attend university? What will the world be like in 5 or 6 years? How far in debt will I be and what are the consequences of my choices? What does it mean, legally, that you are 18? Day 2: Now we will consider the political structure of this classroom. How is this classroom political? What is the relationship between a smart device and this classroom? How would a class need to be taught in order to prepare you to survive in the 21st century? Is this classroom designed to prepare you for survival? How does your education serve a social function and what is that social function? What is your role as a conventional student and how does this produce a conventional thought process? What is the difference between knowing and thinking? Week 2: How is the education system organized into institutions and what does this organizational structure teach us about institutional relationships? What do we study when we study politics? If you are not interested in these questions, please drop this class.

PROJECTS/ TEST:
Test 1: Course OUTLINE: First Class, Week 2

Project One: Community Building/ 1984
Weeks: Three to Five
Step 1: Create an institution
Step 2: After you finish reading 1984 (by week 3), collectively analyze 1984
Due: Week Five

#I Think about how to create an institution. (The institution you are creating is the organization of your group to fulfill this assignment...not some fictional institution). What do you want to do? How do you want to do it?
#II Design/organize your group to achieve your goal based on your collective idea of what will lead to success.  
#III Implement your design
#IV Evaluate your success and modify your institution if needed.

1. Discuss your understanding of institutions (family, school, church, business...)
2. Discuss the goal or purpose of your institution (how will what you design help you to understand 1984)
3. Discuss what task/ responsibilities are needed to accomplish your goals
4. Discuss the structure needed to accomplish your goals
5. Draw a diagram of your proposed structure
6. Assign roles and responsibilities
7. Discuss how decisions should be made
8. Reach consensus about(or impose) a structure
9. Implement your institution.
10. After having individually read 1984, each individual must: a) bring their individual analysis of the text to the group, b) provide quotes that support their analysis, c) have a basic institutional analysis of 1984.

11. The group as a whole must develop an in-depth understanding of the system, institutions, methods of control and agencies in 1984.

12. Your group project will reflect the effectiveness of your institution (YOUR GROUP) by demonstrating your collective understanding 1984.

Minimum standards for CR:
1. Your group project must **illustrate and discuss** the institutional structure in 1984 (Poster and essay or alternative)
2. Your group project must use **quotes from 1984** to support your analysis (text must be paper not digital)
3. Your group project must **provide context** and discuss the meaning of the quotes selected to illustrate your collective understanding of 1984.
4. Your group project must provide a description of how your group achieved its goals for project 1, how it succeeded in this process, or failed, and how you, if needed, changed the institutional structure of your group to achieve your goal. Evidence that all group members participated in the final group product must be provided. *Individual statements will not suffice for proof of contribution, this evaluation must be done by the group, with evaluation of what each individual actually contributed or did not contribute to group success.*

Grade: Cr/ NCR

Project Two: Community Analysis
Weeks: Five to Eight
Project Due: End of Week Eight

Thinking Involved: Analysis, Synthesis, Evaluation

Establish an institution (organize your new group to achieve your goal)
Set goals and meeting times for your institution

1. Read your selected individual text and look for institutions/concepts/patterns that illustrate the ideas/patterns revealed in 1984. Use **extensive quotes (with page #’s)** to illustrate the relationship between your individual text and 1984.
2. Make a **GROUP chart** that applies the concepts in 1984 to the examples in your text and describe why examples from your texts illustrate concepts in 1984. (use **extensive** quotes from ALL text with discussion and context to support examples in your chart).

3. Write a three page essay discussing your collective understanding of how your books relate to each other and to 1984. I am looking for **evidence of collaboration** in your essay.
4. Collectively evaluate your understanding of how your institution functioned in achieving its goals, clearly indicate problems with your institutional structure and function and how you dealt with these
problems.
5. Collectively evaluate the contribution each member of your group made to your group’s success and understanding of individual books and 1984.
Grades: Cr/ NCR

Project 3/Test 2: Title V
Test and Project Due: On or Before Week 15 (Test Dates: April 26-28)
Weeks: Eight–Thirteen (Count all breaks and holidays for the purpose of completing this assignment...unless the teacher gives you other instructions as to the due date)
Required Text: Declaration of Independence and US Constitution (print and bring to class), A People’s History of the United States (all students must read chapters 1-5), and How Democratic is the American Constitution
*******Compile the following information in a BINDER to be collectively utilized for the “open binder” in-class exam******* (this binder and a copy of the US Constitution and the Declaration of Independence are for your benefit in preparing for, and passing, this test).

After doing extensive research into the following topics, prepare for an open binder/collective team test covering the whole content of the class and your research on the below topics. Your team should be collectively prepared to answer all questions and be able to cite specific sections from assigned readings. The test will take place over one (night class) or two (Tues/Thursday) class periods, will be in essay format, and will be graded collectively. Any notes for the exam are to be included in a binder that will be turned in with the test. One binder per group, one answer for each question per group. Team members who do not attend the test will fail the course.

Process:
1. Read Declaration of Independence
2. Read US Constitution
3. Discuss ideas in both above documents and compare and contrast both documents
4. Discuss how ideas from the above documents have or have not been expressed in the US Political System
5. Conduct research (see below)
6. Reach 10 individual conclusions based on your individual research
7. Share your ten conclusions with group members
8. Develop an outline (and 10 collective conclusions) to help organize information for the collective test
9. Take the test.
10. Turn in your test answers and binder. Your ONE GROUP BINDER should include your research, your TEN individual conclusions, and your team’s 10 collective conclusions.

Research:
Federal Government
Numbers in ( ) provide “some” guidance as to the importance of a particular topic to the overall test.
I. The Revolution (50)
1. Make a time line, starting in 1500, of the MOST important ideas, people and events that lead
up to IDEAS in the Declaration of Independence.

2. List the Most important ideas found in the Declaration of Independence

II. The Constitution. (35)
1. List the MOST important IDEAS, events, issues and conflicts that lead to the Constitutional Convention (after the revolution).
2. Identify and outline the MOST important ideas that shaped the thinking of the Founding Fathers as they wrote the US Constitution.

III. Institutional Structure (35)
What is the structure of institutional power as proposed and written into the US Constitution in 1787? Create a chart illustrating these institutional relationships (Very Important!) Organize your chart to cover how each branch of government is organized: 1 Qualifications 2. Term 3. Election/Selection process 4. Individual powers 5. Shared powers 6. Gridlock Then add to your chart the following:

(20) Amendments to the Constitution that changed the institutional power structure. For example, the first ten amendments, known as "The Bill of Rights", protected some forms of individual liberty from government power. What was the historic context that lead to the most important amendments and how did these amendments changed political relationships. (Add these to your chart!)

(25) Court Cases: Determine the ten most important Supreme Court Decisions in US history and consider why each of these decisions was one of the “most important” and how each decision altered power relationships in the United States. What was the main IDEAS behind each case? What were the consequences of these decisions on institutional relationships?

Consider: Has there been an evolution of rights for individuals and/or institutions from these cases? How have decisions affected the role of states, corporations, the power of native nations and tribal governments and individuals in the political system?

Discuss the concept of Corporate Personhood, where did this idea of corporate personhood come from and what are the political and social consequences of this concept on public policy? What amendment to the Constitution was used to justify corporate person hood? Discuss recent Supreme Court cases (discuss the Hobby Lobby case in regard to the idea that corporations can have an epistemology) that extend corporate rights and discuss how you think this will affect the political process in the United States. Discuss the consequences of Citizens United on the US political process. Discuss how funding for PACs and campaign finance impacts the 2016 Presidential contest. Evaluate the role the media (minitrue) is playing in shaping public perception in this election.

IV. US Government Budget
1. WHAT IS A BUDGET? What is the budget of the US government, where does the money come from and how is it allocated.
2. How much is the debt increasing, is the deficit going up or down (what is the difference between debt and deficit?) How can the deficit be going down and the debt be going up?
3. Who pays the greatest amount of money in taxes and who pays the greatest percentage of their income in taxes if you include all payroll taxes? What is the difference between income taxes, and payroll taxes?
4. Evaluate each of the remaining Republican and Democratic candidates tax and budget proposals and discuss how each of these proposals will contribute to the distribution of wealth, the sustainability of existing programs, what programs will be changed or eliminated, and the future impact of proposals on
the long term debt of the nation.

5. Is Social Security welfare? What is the difference between and entitlement and welfare? **What is the social security trust fund?** What is the surplus in the social security trust fund and how is this surplus invested? Who pays a greater percentage of their income in social security taxes: a person making $35,000/year or a person making $1,000,000 a year? How is the surplus invested? What is the difference between the “security” of a corporate insurance company annuity, invested in US government bonds, and the social security trust funds investments? 6. Does social security, **currently**, ADD anything to the US debt or deficit? 7. What is Medi-Care? Discuss the financial prognosis for Medi-Care and the reason the for the high cost of US health care.

**US Foreign Policy Briefly and Succinctly:**
1. Describe NAFTA and the role NAFTA plays in creating an influx of illegal immigrants (are corporations allowed to cross borders?) (What did NAFTA promise in regards to creating a middle class in Mexico, what percentage of the Mexican population is in poverty, has the middle class increased or decreased since the passage of NAFTA?)
2. What is the Trans Pacific Trade Partnership, who are the beneficiaries of TPTP and what are some of the possible economic consequences of this treaty on the U.S. middle class? How will this agreement impact US based corporations? (Do NOT just print off official propaganda about TPTP, explore different points of view).
3. What THREE nations are the largest ECONOMIC AND MILITARY AID recipients of US foreign aid? How has this changed over the past 20 years? What does this mean?
4. What percentage of the US budget is spent on “foreign aid” and what form does this aid take?
5. What was the reason given for the US invasion of Iraq? How much did the Bush administration estimate the Iraq war would cost? How much has it cost...so far?
6. What does the Pentagon think are the greatest future threats to our national security?
7. How is the United States addressing global warming?
8. Did US policy create ISIL? How?
9. What percentage of the US budget goes to welfare and food stamps?
10. Compare **tax expenditures** to welfare program cost in the budget.

**Economic Data:**
**Charts:**(10) Use charts to illustrate the following questions and then discuss the meaning of each chart and what it means for public policy:
What are some different views of the Federal Gov. expenditures:
How much of current government expenditures (consider dollars and percentages) go to all military related expenses (past, current and future (weapons systems, debt payments, veteran health care (do NOT take Gov charts at face value: Is the chart including Social Security? Why does this create a distorted view of reality (hint: SS has it's own trust fund)))? Is the “official chart” listing all interest on debt from past wars in the military section? Does the “official chart” specify veterans’ health care cost as a military expense? Does “the chart” include all NSA expenses under military spending?
How has the debt and deficit increased and or decreased over the past 35 years.
In the last 35 year period, which three administrations contributed the most to US government debt as a percentage of GNP? In total inflation adjusted dollars?
Is $100,000 in capital gains income taxed at a higher level or a lower level than $100,000 in wages?
Is it true that a person making less than $35,000 a year in wages pays no federal taxes? If it is not true, what taxes do they pay and how are these taxes used?
Compare private debt (individual and corporate) in the US to public (government)
Compare the contribution, to the federal budget debt/deficit, of the following programs:
2. The Obama Health Care Plan (the Affordable Care Act)
3. The Combined total Cost of the Wars in Iraq and Afghanistan (immediate and long term, yearly and cumulative) and the “War on Terror”
4. The Bush-Obama Economic stimulus programs, including the tax cut “compromise” passed in 2010.
5. The debt reduction plan passed in July 2011 and the most recent (2015) budget compromise.
6. TARP
7. Provide a chart (CBO/OMB) of the contributions of various government programs and laws over the past 12 years to the current federal government debt. Which programs should be cut and/or which taxes should be raised to solve our budget problems: be clear as to how much money will be saved and how much will be raised in comparison to the total debt and deficit.

(40) 2016 Presidential Election (who really elects the President? Read How Democratic is the American Constitution and carefully examine the process by which the President is elected...). 1. Pick ten issues that your group thinks are important in the 2016 Presidential contest. 2. Examine the stated position of each of the remaining Presidential candidates (as of April 1, 2016) on these issues. 3. Evaluate the consequences of these positions on individuals within your group, and on the economic well being of the nation. 4. Discuss the IDEA/s behind each policy position and how these ideas relate to a larger world view or set of values.

MiniPeace:
1. What is the F35? How much has this weapon system cost taxpayers? Does it function as intended in 2016?
2. What is the current estimate of waste and fraud, that is unaccounted for, in Defense Department spending?
3. What is the total number of Americans killed and injured (including PTSD) in the Afghanistan and Iraq wars, as of the date of this assignment (March 2016). What is the total current and (estimated) future cost of hospitalization, treatment and rehabilitation for those who were injured in combat?
4. What percentage of drone strikes, carried out by the US, actually kill their intended target? How many civilians have been unintentionally killed in US drone strikes?

MiniPlenty:
1. Compare US health care spending to 5 other industrialized nations, how does spending on US health care, per person, compare to other industrialized nations?
2. How do U.S. health outcomes compare to other nations? How does US life expectancy compare to other nations? How does US infant mortality compare to other nations?
3. Examine middle class wages over the past three decades, since 1979 has the average income for the middle class increased or decreased? Has the average income for a college graduate increased or decreased in the last decade? Has the debt from college tuition and living expenses increased or decreased over the past two decades?

MiniLove:
2. Evaluate and compare the cost of corporate criminal behavior on the US economy with the total cost of street crime on the US economy.

State Government
1. **(25)** How is power arranged in California at the STATE, COUNTY and LOCAL levels of Government? Construct a chart to illustrate institutional relationships and **describe** the political arrangement of power.

2. **(15)** What **similarities and differences** exist between California’s Government and the Federal Government and how do these differences affect power relationships and accountability of elected officials in California?


4. **(35)** What is going on with California's budget?
   1. Who pays almost 50% of all state income taxes, where does this income come from, **why is that problematic**, and what is the consequence of this on the state budget?
   2. What are the major sources of tax dollars in California and how does California state government spend tax money?
   3. What is the difference between how the state spends tax money and how the federal government spends tax money?
   4. How did/does the drought effect California's economy?
   5. **Why was the UC and CSU budget cut severely after 2008?** How did this effect tuition?
   6. How have the **voters** of California contributed to the ongoing budget crisis (name specific **propositions** passed by California's voters that contribute to the most recent California budget crisis)
   7. How WILL the budget signed by Governor Brown (2015) affect CSU and UC students?
   8. How did the tax increases passed by state voters in 2012 affect the state budget and the budget of the CSU?
   9. Examine the fees and tuition paid by a CSU student for one year of education over the past 20 years, how have fees and tuition changed over the past two decades?
   10. **What action/s reversed California's budget deficit?**
   11. Why does California issue **bonds**?
       1. What is the current percentage of the state general fund spent on Bonds?
       2. How much might this increase in the next five years according to the LAO?
       3. How does the use of **California General Revenue bonds** cost CSU students money?

**WATER:** **(37)** California had its driest year on record in 2014.... how many gallons of water does NASA say it will take to “end the drought”? What is the relationship between rain and snow, California's population, political and economic power, and the distribution of **water** in California? What is the Westlands Water District? Discuss Westlands' political power. How important is agriculture to California's economy(what percentage does it contribute to state economic product)? How will bonds be used to deal with water supply issues in California? How many miles of levees protect California's housing, industry and fresh water supplies? How will global warming impact California's water resources? What agricultural commodities use the most water? How much water is used for fracking and what is done with fracking waste? How has California and the Federal government treated native American water rights (in California)? How does California allocate water in a drought? What
are senior water rights, who owns these rights and how do these claims affect other water users? How is groundwater regulated in California and what is happening to groundwater? How are Federal and State water systems examples of both “socialism” and “welfare” and who are the “takers” in this scheme? What is the consequence on California infrastructure of the depletion of groundwater? Who benefits from this extraction of groundwater and who pays for the consequences? How long can California agriculture survive if the drought continues? How is “fracking” in the central valley affecting California's “commons”? Where does southern California get its water? What does this suggest? What percentage of LA's water is locally sourced?

**Tribal Authority (30)**

What are the implications of PL 280 and the Indian Gaming Regulatory Act (IGRA) on native peoples of the United States and California? What is the historic context for each law? How do these laws create conflicts between California and native tribes when it comes to crimes, legal jurisdiction and gambling?

**Project 3/Test 2: (Title V Project)**

**Grading Criteria: Cr/FAIL**

**CR:** Your collective test answers illustrate integrity and team co-operation. Answers are thoughtful, quotes demonstrate understanding and reveal relationships, answers are coherent, illustrations are revealing of deeper thinking and, the group as a whole, illustrates system thinking. Your answers are well written and clearly indicate that students attended class and understand the ideas discussed in class and in the required reading for Project 3.

**Post Title V Test:**

**Individual Rights (A discussion of your Constitutional rights as required by EO 405)**

**Week: Sixteen**

*How to stay out of jail!*

**Optional Project: (required for an A!)**

**Project Four:**

Due: Either Wednesday Night or Tuesday Day of the final week of regular class meetings BEFORE finals week

**Political Action Project:** Carry out a political action project at HSU, or at the local, state or federal level of government:

- Identify a problem
- Develop a plan of action
- Carry out your action plan
- Evaluate your success

**Political Action Project Evaluation Paper:**

At the end of your political action project, one paper will be turned in by the group or individual that worked on the political action. This paper will contain a cover sheet with the name of your project and a list of all group members in alphabetical order.

The Project 4 Evaluation Paper will contain the following information, organized in the following manner:
1. What you did. Make a numerical list of each activity/action used to affect the political process (the more the better).
2. Why you chose to act on this issue (motivation)
3. What you learned in the process of your political action (what worked and what did not seem to be effective)
4. What you would do differently, and what you would do in the future, to influence decision makers on this issue.
Attachments: Attach to your final paper all letters/emails etc. related to your project.

Evaluation of Project 4:
I will evaluate this project based on how many actions you took to influence the decision making process and the effectiveness of your actions. Both quantity and quality of effort are required to get full credit on Project 4.

Final:
Watch two of the following films:
Citizenfour
The Corporation
The Black Panthers: Vanguard of the Revolution" (PBS)
The Future of Food
The Big Short

If you passed project 3/test 2, the final is optional, if you failed project 3/test 2 there is no point in taking the final. Not taking the final will NOT lower your existing grade in the course. However, taking the final might slightly (very slightly) improve your grade if and only if you are on the line between a D+ and a C- or between a C+ and a B-.
For those choosing to take the final:
Either individually or collectively create a Visual/Creative Representation of the Whole Political-Economic System based on the entirety of the class lectures, discussions, books and the above films. Provide a one to two page analysis of the films and how they relate to the larger political-economic system you have creatively visualized.
Due: On or before the day of the final
Grading: Cr

Completely Optional and NOT REQUIRED FOR ANY PROJECT:

Suggested Readings:
The following list of Suggested Readings are not required for this class.
The Republic, Plato
Two Treatises of Government, Locke
Common Sense, Paine
The Wealth of Nations, Smith
The Anti Federalist Papers, Brutus
The Articles of Confederation
A Conflict of Visions, Sowell
Free to Choose, Friedman
The Road to Serfdom, Hayek
Capitalism the Unknown Ideal, Rand
The Communist Manifesto, Marx
Animal Farm, Orwell
Course GRADES

Test on Course Outline: Pass/ Fail
For a C: Take test 1, Pass: Project 1 or Project 2 or Project 4, and Project 3/Test 2, attend class
For a B: Take test 1, Pass Project 1, and Pass Project 2 and Pass Project 3/Test 2, attend class
For an A: Take test 1, Pass Project 1, and Pass Project 2, and Pass Project 3/Test 2 and pass Project 4
at an exceptional level of competence, and attend class.
All students must pass Project 3/Test 2 to pass the class
Project 1: Cr/NCR
Project 2: Cr/NCR
Project 3/Test 2: Cr/Fail (Fail: fail class)
Project 4: Required for an A, BUT does not imply that you will get an A for doing the project. The
actual **quality** of your project will determine your eligibility for an A. 
Final: Optional for those who pass Project 3/test 2, and of no consequence for those who fail test 2. Failure to regularly attend class: NCR 
Names on all collective assignments **MUST BE IN ALPHABETICAL ORDER** 

**General Grading Criteria For Cr:**

**Content:** Did you **read** the books, did you do your individual research, attend, listen and understand lectures, and participate in discussions: is this reflected in your work? 
**Organization:** Is your project clear and well organized? 
**Concepts:** Did you and your group look for relationships, did you (group) learn from your mistakes, is your analysis becoming more sophisticated, are your actions becoming increasingly effective? What patterns emerge from your research, action, readings and discussions etc. What do these patterns mean? What are the larger themes that govern political relationships? 
Grades in this class are based on a **qualitative** assessment of thinking not a quantitative analysis of accumulated facts memorized. Credit will be based on what the teacher perceives to be your thought process and your collective level of thought. 

(Educational systems do not require grades, institutions pretend that grades are objective measures of intellect or knowledge, they are not objective and grades do not serve an educational function, grades serve a grading function, a schooling function, a conforming function. Grades are not objective, what is graded is always arbitrary, what is valued by the grader is subjective. You are in a system which values grades..what does that say about the system’s values? What does it say about you if you value grades? What does it say about me that I am participating in this system? )

**Letter Grades:**

**Cr/C:** demonstrated the minimal level of understanding expected in a university course for credit and completion of two test (w/CR) and two projects (w/ CR). ( P) 
**Cr/B:** Represents the ability to fulfill course assignments, to apply information in new context, to work as a team to achieve goals and to comprehend content: completion of two test (w/CR) three projects (w/CR) 
**A:** exceeds course requirements and **successfully** completes Project 4 


**Academic Integrity:** Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means. **In other words, using someone's work that is not your own and claiming it as your own.** See also:[www.studentaffairs.humboldt.edu/judicial/academic_honesty.php](http://www.studentaffairs.humboldt.edu/judicial/academic_honesty.php)  
Add/Drop Policy: Students are responsible for knowing and conforming to institutional guidelines for adding and dropping this course. If you have a learning disability that requires accommodation please see me and contact the Student Disability Resource Center in House 71: 826-4678 or 826-5392 ( TDD). Earthquakes and other events: be aware of HSU policy, location of exits, and assembly points on campus ( this will also be discussed in class). You are individually responsible for your behavior in this class. Behavior that is not in keeping with academic requirements will result in an appropriate institutional response.... Disclaimer: Terrorist attacks happen, teachers get sick, power fails...classes are scheduled on Mondays, which turn out to be holidays... The appearance of structure is an illusion, all is chaos. But, chaos is order. If you have a learning disability that requires accommodation please see me. 

I do not accept late papers. Ever. 
I do not have time to regrade failed assignments. 
but really good 45%-60% dark chocolate.....(not milk chocolate, not prole chocolate, and not really really (bitter)dark chocolate ( like above 70% coco content).....
In Politics everything is negotiable....( except late papers) 
*This class is an effort to apply the Texas Tech Football Team Coaching Model of Mike Leach ( the mad man of football) who was FIRED, to an academic course . Leach used **tangents** and circles to achieve victory....it worked, at least for awhile... ( for him!)*