Humboldt State University  
American Institutions: Political Science 110  

Fall 2016  
Instructor: Daniel Faulk  
Office: FH 152  
Office Hours: Tuesday: 2:20pm- 3:00 pm, 6:20pm- 7:00pm, Thursday: 2:20pm – 3:00pm  
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Final: Tuesday/Thursday 1:00-2:20 pm: Thursday, Dec 15: 12:40pm-2:30 pm  
Tuesday/Thursday 5:00-6:20 pm: Thursday, Dec 15: 5:00pm-6:50 pm  

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

PS 110 Introduction and Assumptions:  
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 and second 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 (these devices will be used in class).  

Goals:  
PS 110 is designed to meet three basic goals established by The Master Plan for Higher Education and the CSU Board of Trustees in EO 405.  

1. CSU graduates will be active, informed and responsible citizens.  
2. CSU graduates will posses the intellectual capacity to effectively participate in decision making.  
3. CSU graduates will have skills needed to compete, and survive, in the 21st century economy.  

Course Structure:  
This course is designed to fulfill the above goals.  
Part 1: An introduction to university education, political analysis and critical thinking.  
Part 2: Practice in citizenship skills, preparation for active citizenship and decision making  
Part 3: Introduction to intellectual skills needed to survive in the 21st century  
Part 4: Advanced Survival Skills
Course Requirements:
There are two required tests:
1. Test 1 is on the course outline (Tuesday August 30, 2016).
2. Test 2 is required to pass the class and meet EO 405 Title V requirements (Tuesday and Thursday November 30 and December 1, 2016).

There are 4 projects:
1. Project 1: 1984 institutional analysis and application (due September 29, 2016)
2. Project 2: Elections (due October 27, 2016)
3. Project 3: Title V (due November 30, 2016)
4. Project 4: Political Action Project (due December 8, 2016)

There is a final....

Grades:
All test and projects for this class are graded Credit/ NCR with the exception of project 4. Credit on a test means you and your group met the minimum standard for a B on the test or project. Projects 1, 2 and 3 have a list of requirements that must be met to receive Credit. Project 4 list evaluation standards.

Individual grades at the end of the course will be assigned as follows:
Attendance and participation and:
1. Credit on project one or project two, taking Test 1 and receiving Credit on Test 2: C
2. Credit on project one and project two, taking Test 1 and receiving Credit on Test 2: B
3. Credit on project one and project two, taking Test 1 and receiving Credit on Test 2 AND successful and exceptional completion of Project 4: A

Names on all collective assignments MUST BE IN ALPHABETICAL ORDER

General Grading Criteria For Cr:
Content: Did you read the books/articles, 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 your (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?)

Background, Context, Ideas:

Why is PS 110 required of most CSU students?
EO405 (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

Why are we using smart phones and not just reading a textbook?
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.”

“...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 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)

**What do the people making us take this course want us to get out of this course?**
HSU and the CSU have established a set of goals known as Student Learning Outcomes (SLOs not SOLs):

**Title V SLOs:**
1. Students will distinguish 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 liberties, rights, and responsibilities of citizens under the political system established by the U.S. Constitution and the values expressed in the Declaration of Independence.
4. Students will demonstrate an understanding of the California political institutions at the state and local level of government and within the framework of evolving Federal-State relations.

**What does the teacher want us to get out of the course?**
Basically, the teacher wants you to survive 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.

**Where do I get the required books for this class?**
**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 $65/student.
What is the last day to get out of this class without too much effort?
The UNIVERSITY has changed the drop date for all courses to: September 5th, 2016 to Add or Drop classes, without a serious and compelling reason, for the Fall 2016 semester.

How do I know if I want to stay in this PS 110 class?
The first thing you should do is read the course outline, read the requirements for the class, read the requirements for project one and project three, consider how much work you want to do and think about your future goals and aspirations and, then, take the first test. That might help you make an informed decision.

What are Project One Requirements?
Project 1: Institutional Analysis and Application (Due Sept 29)
Read: 1984 (finish text by week 3) and read a minimum of 15 post on the Seeking Integrity Blog that are directly related to 1984.
Organize: students into an institution: (The institution you are creating is the organization of your group to fulfill this assignment...not some fictional institution).
Evaluate: your group's ability to meet its goals for this project
Modify: your institution as needed
Process and specific requirements:
1. Discuss your understanding of institutions (family, school, church, business...)
2. Discuss the purpose and goals of the project
3. Discuss what task/ responsibilities are needed to accomplish your goals
4. Discuss how to organize your group to achieve success on this project.
5. Assign roles and responsibilities
6. Reach consensus about (or impose) a structure, make sure everyone in your group signs on to your decision making process. Get each member's signature on a document that states individual responsibilities to the group and the consequence for not meeting these responsibilities.
7. Create a time-line for meetings to work on and complete the project.
9. Each individual must: a) bring their individual analysis of the text to the group, b) provide quotes that support their analysis, c) have a visual institutional analysis of 1984.
10. Each individual must bring examples of US government institutions that reflect the social function of 1984 institutions to group meetings. (These examples must be supported with quotes from text or articles).
1. Create a chart/diagram that clearly illustrates and discusses institutions in 1984 and how these institutions compare to US political-economic institutions.

2. Write an essay discussing your understanding of the relationship between the institutional structure in 1984 and how institutions function in the US political-economic system.

3. Write a one page essay in which you evaluate the success or failure of your group in meeting the requirements for this assignment.

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 and articles to support your analysis (1984 text must be paper not digital)
3. Your group project must provide context and discuss the meaning for quotes selected to illustrate your collective understanding of 1984 and how the concepts in 1984 apply to US institutions.
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 each individual's contribution (or lack thereof) to your group's success.
5. Names must be placed in alphabetical order, by last name, on the cover sheet of your project as well as on the poster. Class day/time must be listed on the project.
6. On Tuesday (Sept 27), before the due date, you will exchange your project with one other group. This group will evaluate your project based on the assignment and write a one page evaluation of your project clearly stating why your project met the requirements for the project or why it failed. They will return your project and the evaluation to you on the due date. (Keep a copy of your project so if they fail to return your project you will have proof you did the assignment). At the start of class, Thursday, September 29, 2016 you will read the evaluation, and write a one paragraph statement indicating if you agree or disagree with this evaluation. If a group. You will then turn in your project one.

Grade: Cr/ NCR

What is the purpose of Project Two?
The purpose of Project Two is to create informed citizens who can/will participate in the 2016 election.

How will Project Two accomplish this goal?
This project will have two major components: 1. California Propositions and 2. Federal candidate positions and policies.
Teams of no more than 6 people will research:
1. California state propositions
2. Policies, positions and funding sources of local Congressional candidates, California Federal Senate candidates and Presidential candidates.
Groups will create:
Construct an annotated chart for all California propositions.
Construct an annotated chart covering the policies, positions and funding sources for all local Congressional candidates, California candidates for US Senate and US Presidential candidates.

Further instructions for the construction of these charts will be handed out on Week Six Grades: Cr/ NCR

What is required to pass this course and to meet the state established standards for EO 405/ Title V?

Project 3/Test 2
Project Due/Test Date: Week 15 (Nov 29 and Dec 1) (this is the week IMMEDIATELY following Thanksgiving Break)

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, or digitally, to be collectively utilized for the in-class exam******* (this binder/digital document and a copy of the US Constitution and the Declaration of Independence are for your benefit in preparing for, and passing, this test).

After collectively doing extensive research into the following topics, prepare for an open binder/digital document 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 two class periods, will be in essay format, and will be graded collectively. 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. Your ONE GROUP BINDER/digital document 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 affected the 2016 election (state and federal).

Media
Evaluate the role the media (reporting and advertising) played in shaping public perception in this election (primary and general elections). Who owns the media? How is ownership reflected in reporting? What is “establishment” bias? How was this bias reflected in the primary election by the Washington Post?

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 Republican and Democratic candidates tax and budget proposals and discuss how each of these proposals would 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 an entitlement and welfare? What is the social security trust fund? What is the surplus in the social security trust fund? How is Social Security funded? 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? How might this change in the future? 7. What is Medi-Care? Discuss the financial prognosis for Medi-Care and the reason 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 in the US? In Mexico?)
2. What is the Trans Pacific Partnership, who are the beneficiaries of TPP 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 TPP, 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 Federal 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) debt in the US.

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. Provide sources for your analysis.

(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...). Who won the election?

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 (November 2016). What is the total current and (estimated) future cost of hospitalization, treatment and rehabilitation for those 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?
4. Compare and contrast health outcomes for whites and African Americans in the US health care system: examine infant mortality rates and cancer survival rates. Do more African Americans die as a result of police shootings or institutional racism in the health care system?

MiniLove:
11. 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
2. **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. **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 or help solve California's budget crisis) 7. How WILL the budget signed by Governor Brown (2016) 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. (20)What action/s reversed California's budget deficit?

5. **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? Who owns the traditional sacred lands of the Weott, Hoopa, Karuk and other northcoast native peoples. How did these lands become “owned”? How has timber production and marijuana cultivation impacted native Americans in northern California?

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.

What happens in class after Project 3/ Test 2?
Individual Rights (A discussion of your Constitutional rights as required by EO 405)
Week: Sixteen (How to stay out of jail!)

How do I get an A?
Project Four: Political Action Project
Due: Tuesday Dec 6, 2016
Political Action Project: Carry out a political action project at HSU, or at the local, state or federal level of government (active participation (not just voting) in a 2016 election campaign can count towards this project)
Process for completion of Project 4:
Identify a problem
Develop a action plan
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): provide evidence.
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.

**Project 4 Grades and evaluation:**
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.

**Is there a final?**
HSU requires that I give a final. I will give you a final. Will you take the final, well that depends.

**Here is how you prepare for that required 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*
- *Cointelpro 101* (vimeo.com/15930463) or (https://www.youtube.com/watch?v=ISkqQ3hpW5E)

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, you have failed the class the final will not help you! Not taking the final will NOT lower your existing grade in the course. However, taking the final might improve your grade if you are on the line between a D+ and a C- or between a C+ and a B- or want the chance of slightly improving your grade.

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:** December 15, 2016

**Grading:** Cr

**What if I love to read, what do you suggest?**

*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
It Can’t Happen Here, Sinclair Lewis
Brave New World, Huxley
The New Testament (Four Gospels, Acts and Romans)
Origin of Species, Darwin
Colossus, Ferguson
The New York Times
The Wall Street Journal
The Deputy, Hochhuth
The Hazards of Being Male
Dreaming the Dark, Starhawk
On Liberty, Mill
A Theory of Justice, Rawls
Socratic Citizenship, Villa
The Prince, Machiavelli,
Political Parties, Michels
Gynecology, Daly
Imperialism, the Highest Stage of Capitalism, Lenin
The Plague, Camus
Nine Parts of Desire, Brooks
Moses, Man of the Mountain, Hurston
Mutual Aid, Kropotkin
The Grapes of Wrath, Steinbeck
Dialogue Concerning the Two Chief World Systems, Galileo
War Is a Racket, Butler
Misquoting Jesus, Ehrman
The Handmaids Tale, Atwood
The Robber Bride, Atwood
A Fine Balance, Mistry
The Dispossessed, Le Guin
Then They Came For Me, Bahari
Stop Acting Rich, Stanley
Omnivore's Dilemma, Pollan
Four Fish, Greenberg
Shop Class as Soulcraft, Crawford
Sex at Dawn, Ryan and Jetha

More random information, some required by HSU, the CSU or just added by the teacher
Trigger Warnings: [link](www.psmag.com/books-and-culture/trigger-warnings-on-college-campuses-are-nothing-but-censorship)

HSU policies on a wide variety of issues:
[link](http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies)

**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.**

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 Monday, Tuesday, Wednesday, Thursday, Friday 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)