

# INTRODUCTION TO AMERICAN GOVERNMENT QUEST III

105 | Winter Interim 2021 | 3 credits | HyFlex Delivery

*“Of our political revolution of '76, we all are justly proud. It has given us a degree of political freedom, far exceeding that of any other nation of the earth. In it the world has found a solution of the long-mooted problem, as to the capability of man to govern himself. In it was the germ which has vegetated, and still is to grow and expand into the universal liberty of mankind.”*

Abraham Lincoln Temperance Address 1842

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## BASIC COURSE INFORMATION

**Instructor:** Jason T. Neumeyer

**Virtual or In-Person Office Hours:** Monday (1/4 & 1/11), Tuesday (1/19): 11am – 1pm

**Virtual Office Hours Only:** Wednesday, Friday: 1pm – 4pm via MS Teams or by appointment

**Office Location:** Sage 4634

**Email:** neumeyerj@uwosh.edu

## REQUIRED TEXTBOOK

We the People: An Introduction to American Government, 13th Edition (Thomas E. Patterson).

**Course Prerequisites:** None – this course is open to students at any level and in all majors and is the first in a series of introductory courses in Political Science. In Introduction to Comparative Politics (84:101) we introduce students to the democratic and non-democratic political systems of several different states (e.g., Germany, China, Iran), taking a look inside each one to determine how they function. In Introduction to American Politics (84:105), we give students an in-depth look at the working of the American system of government. And in Introduction to International Relations (84:115), we show you how states work with and against each other in the global system. Political Science majors are required to take all three, but they stand independently so that non-majors can benefit from them as well.

## QUEST III: EXPLORE SOCIETY

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Quest III Signature Question: *how do people understand and engage in community life?*

Quest III Community Partner: The People’s Map Commission

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## STUDENT LEARNING OUTCOMES

After successfully completing this course, students will be able to:

- *Describe* the major components of the United States government, including the Constitution and its interpretation, federalism, and the branches of government
- *Examine* key public policies and learn the roles of citizens, groups, and elections in the making of policy
- *Learn* about public policies at the national level, including social welfare, healthcare, and fiscal policies
- *Develop* deep knowledge about the fundamental principles of and central arguments about democracy over time as expressed in the United States
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## MEET YOUR INSTRUCTOR

### Welcome to Class!

My name is Jason Neumeyer, a scholar of political science with a focus on American institutions, voter behavior, and political methodology. I earned my Bachelor's degree from the University of Wisconsin-Oshkosh (UWO) in 2016 and my Master's degree from the University of Wisconsin-Milwaukee (UWM) in 2020. Between my time at UWO and UWM, I worked on a former Governor's staff in the state of Illinois, focusing on constituent affairs and communications work. Currently, I teach primarily at the UW-Fox Cities Campus and work on individual and collaborative research projects.

When I am not at school, I enjoy spending time with my family, cheering on the Green Bay Packers, and charting the stars. I am also an avid reader – if you have any suggestions about great books you have read, I would love to add them to my ever-growing “to read” list!



## COURSE CATALOGUE DESCRIPTION

In this course, students will study the organization, principles and actual working of the American National Government in all its branches.

## WINTER 2020 COURSE DESCRIPTION

Americans are divided now more than ever; however, the cleavages today run deeper than ideology and party. The melting pot of America seems to be boiling over, as divisive politics percolate further and further into every aspect of society: “bathrooms have become battlefields, and borders are battle lines” (AP). No part of the political arena is left untouched by these divisions: including our elections. Over the next three weeks, you will get an in-depth look at how the redistricting process operates, both in the broader United States and here in Wisconsin. Working with our community partner, The People’s Maps Commission, you will hear directly from a number of people who are engaged in generating fair congressional maps here in our state; however, even with this commission’s work, the redistricting process here in Wisconsin promises to be one of the most divisive issues of 2021.

As politics in America seems to continue to disappoint, there is one potential remedy: civic knowledge. We need more citizens who understand American history and political practices, who think critically about what kind of community they want to live in, and engage in civil, productive dialogue with their fellow citizens to help bring those visions about. This course helps students hone their political knowledge by studying the institutions of American government, elections, and informal arrangements like political parties and interest groups. By studying the *organization, principles and actual working of the American national government*, students will begin to develop their own understanding of what it means to think critically about politics and how best to put that knowledge into practice.

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## ACKNOWLEDGEMENTS

I have adapted the ideas and language from the work of several educators for this syllabus and course material. For example, I have borrowed liberally from other courses in American Politics and related topics, as taught by George Waller, Tracy Slagter, James Krueger, Patrick Kraft, and others. I appreciate their contributions to the discipline and thank all educators who make their teaching material available to others to push for better pedagogical practices for all. To pay it forward, I will share my own material with anyone who is interested.

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## COVID-19 COURSE CHANGES

- Hyflex Delivery –
  - This course will be taught mainly online via our class Canvas page; however, there will be 4 class periods (plus 1 evening meeting) where your attendance is required, either synchronously online or in-person:
    - Monday (01/04); Friday (01/08); Monday (01/11); Thursday (01/14); Tuesday (01/19)

- If you prefer to meet in-person, we will meet in Sage 1216; if you would like to join online, you can access the live class via our MS Teams classroom
- Asynchronous Lectures –
  - There will not be a live lecture each day which you will have to attend; instead, there will be a closed-captioned recording for each of the class periods we do not meet
    - In these videos, I will introduce a number of the key concepts and themes I want you to pay attention to while reading and completing your assignments
    - I will post these recording to the appropriate module on Canvas approximately 24 hours before you will need to access them
  - Asynchronous learning allows for more flexibility in managing your time; however, it is important to keep up with the readings throughout the week to avoid falling behind
    - *Remember, one day in an interim course is equivalent to one week in a normal semester!*
- Flexibility is key during these unusual times
  - Please contact me with any and all questions regarding the requirements for this course and visit the university website here with questions regarding COVID-19: <https://uwosh.edu/coronavirus/>
  - If substantive changes are made in course syllabus, such as changes in schedule or assignments, notifications will be provided in a timely manner and a revised syllabus made available.

## QUEST-SPECIFIC POLICIES

### Quest III Goals:

Quest III is the final course in the Quest series and is taken in a student's second year on campus. Quest III courses are unlike almost any other on campus because they engage every student with the campus or the wider community.

Quest III courses present students with a Signature Question through the use of community-based learning. In Quest III, students are encouraged to become contributors to their community by taking courses that not only give them disciplinary knowledge, but also hands-on experience with community partners throughout Oshkosh and Wisconsin. These community partners enjoy a reciprocal relationship with our students: while the students gain from the activities they engage in at the community partner site, the community partner also gains from having students assist them in their various missions. This experience allows the student to apply their classroom learning to a real world, practical experience, and then return to the classroom with a higher proficiency.

### Liberal Education and Quest:

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

### **Quest III Disclosure Statement:**

Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that may be relevant to the Community Experience in this course are described in the online Quest III handbook & may include criminal background checks, travel arrangements, and/or expectations for research with human subjects.” Refer to the Quest III Community Experience Handbook which offers more info.

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## **STANDARD COURSE POLICIES**

### **Office Hours via Microsoft Teams:**

The Political Science Department uses Microsoft Teams (MS Teams) for holding office hours. This system is available to all UWO students. Faculty will be available during the hours noted on your syllabus. We hope that using MS Teams for office hours for all of our courses will help students become more accustomed to virtual office hours during the pandemic.

When logging into MS Teams, look closely at the status symbols for your instructor. A green dot by the professor’s icon (which may be their picture or their initials) means they are available. A red dot means they are busy. Generally, you are able to join office hour meetings and talk openly in the forum or use the chat function freely. At times, I may be in a private meeting with a student during office hours and will mark my availability as “busy” (a red dot).

Please use my office hours freely and often – I am here to help! Additionally, I will be available during our normal class time (WF 1 – 4pm) on MS Teams to answer any questions you have about class or just to check in. Please feel free to email me if you need to set up a time outside of these options.

### **Email Etiquette:**

Just as you will have to do in a workplace setting, it is important to present yourself professionally in academic emails. In your emails to me, other faculty and staff, and your classmates, heed the following advice: (1) include a meaningful subject line; (2) begin your email with “Dear...”; (3) use proper titles, if necessary; (4) be specific about the action you would like the recipient to take; (5) sign your full name to the email or create a signature

If you decide to email me, please be sure that you have checked the syllabus first – instructors take a long time preparing these documents in hopes of answering many of the most common questions up front! For complicated matters, please visit me during my office hours via MS Teams.

### **Grievance Statement:**

The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at [kruegerj@uwosh.edu](mailto:kruegerj@uwosh.edu).

Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Disclosure Statement:**

“Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:  
<https://uwosh.edu/financialaid/consumer-information/>.”

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**GRADING SCALE & LATE WORK POLICY**

I use a **93/90/87** grading scale in this course, meaning 93 is the cut point for an A, 90 for an A-, 87 for a B+ and so on. Grades will be continually updated on Canvas.

Your grade will be determined by several assignments and exams, detailed below. With the flexibility of an online class comes the responsibility of keeping up with the work. Given that we are attempting to cover a lot of ground over a 3-week timeframe, it is imperative that we do not fall behind on our schedule. All assignments have a distinct due date (found either in the course schedule below or in the appropriate Canvas module) – if an assignment is turned in after the due date, points will be deducted as follows:

- Within 24 hours: 10% deduction
- Within 48 hours: 25% reduction
- Greater than 48 hours: 0

I understand that everyone (myself included) is still trying to acclimate themselves to these new ways of life. If you are struggling to keep up with the workload or need an extension on a specific assignment, please visit me in office hours or send me an email so we can discuss the situation further.

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**ASSIGNMENTS, QUIZZES, EXAMS**

**Attendance and Participation (20%)**

Due to this class being delivered (mainly) online, participation and attendance will need to be earned in a different way.

Over the next three weeks, you will be required to listen to a recent podcast on gerrymandering put together by ABC’s 538. During the first two weeks of the course, you will listen to three episodes on gerrymandering from across the United States – with one of the episodes focusing on Wisconsin! After listening to each episode, you will write or record a short journal entry (minimum 300 words or 3 minutes long) discussing what you took away from the episode. This is an area where you have a lot of latitude – your responses are only really limited by your imagination: talk about what you learned; discuss your frustrations with the system; provide some of your personal solutions; engage with the content in your own way! A document with some thoughts to get you started can be found in the Resources Module on Canvas.

*These assignments are due at different times throughout the course –  
Please pay close attention to the daily modules and course schedule!*

These responses are graded using a Specs Grading (all-or-nothing) approach. If you meet the above requirements – by reaching the minimum length and providing solid content – you will receive full points (10). If you do not, you will receive a 0.

In addition to these journal entries, I would also like you to visit at least once during office hours over these three weeks. You can visit because of a question pertaining to class or just to stop in and say hello! Either way, as long as you stop in once, you will receive full credit (15 points).

### **Service Learning Hours (20%)**

Quest III requires 10-14 hours of service learning throughout the course – this will look a bit different, too.

Throughout the interim, you will be expected to attend two events held in concert with our community partner, the People’s Maps Commission. The first (#1), a presentation by our local representative for the 6<sup>th</sup> Congressional District Melissa Prentice, is **Friday, January 8<sup>th</sup> from 1-2pm via MS Teams**. The second (#2), a formal meeting by the People’s Maps Commission, is **Thursday, January 14<sup>th</sup> from TBD**. To earn full credit for your service hours, you will attend both of these events and write or record a short response (minimum 300 words or 3 minutes long) discussing the events. In these responses, you can discuss what you found particularly interesting, link their discussions back to class, or talk about how you will use the Commission’s ideas in your final project.

*These assignments are to be submitted via the online drop box on Canvas –  
#1 is due Sunday, January 10<sup>th</sup> at 11:59pm; #2 is due Sunday, January 17<sup>th</sup> at 11:59pm*

Attendance at these two events is mandatory. I will be in attendance with you at the events and will take note of who is there both at the beginning and end of the event. Failure to attend will reduce your total course grade by 1.5%. Students with a university approved excuse are not subject to this penalty.

### **Quizzes (30%)**

There will be a short (10-15 question) multiple-choice quiz on Canvas after we complete each chapter in this course. These quizzes are meant to assess your basic understanding of the concepts and to ensure that you are keeping up with the course reading. I fully expect you to have your textbook and notes with you while taking these quizzes, so please work through the quizzes carefully and in order to earn all of the points possible. The lowest score from these quizzes will be dropped when calculating the final grade for this portion of the course.

*Quizzes are due at the end of each day (11:59p) after you complete the daily readings and supplemental materials.*

### **Semester Group Project (30%)**

Your final project will be a collaborative group effort to integrate all of your learned knowledge about the American political system and the process of redistricting. This project consists of 4 separate tasks:

1. On Day 1, **January 4<sup>th</sup>**, you will meet with your group via the MS Teams classroom you were assigned. During this meeting, you will all introduce yourselves and collectively come up with 3-5 questions about redistricting that you would like our district representative to cover during her talk. This is also a great opportunity to share contact information and compare calendars!
  - 10 points
2. After we have discussed a number of aspects of the American political system, including its foundations and the three branches of government, each member of the group will write an essay on the redistricting process in Wisconsin. This essay is **due January 17<sup>th</sup> at 11:59pm**, after you have listened to the 538 podcasts and attended two separate meetings with members of the People’s Maps Commission. Each individual member must submit their own essay – a document and grading rubric for this essay can be found in the Resources Module on Canvas
  - 30 points
3. You will be randomly assigned to 1 of 3 groups prior to the first day of class (Democrats, Republicans, or an independent commission). Your job is to redistrict the state of Wisconsin’s 8 congressional districts and present a persuasive argument as to why your map is the best alternative for your specific audience. For example, if you are one of the Republican groups, you will redraw the congressional map and then prepare your PowerPoint presentation as if you were presenting this information to fellow Republican leaders. This presentation will take the following form:
  - Approximately 5-10 minutes in length
  - Recorded and uploaded to Canvas
  - Include your redrawn map and an explanation as to why it looks the way it does
  - **Due January 22<sup>nd</sup> at 11:59pm**

More information on this presentation, including a full-length instructions sheet, can be found in the Resources Module on Canvas

- 50 points
4. After you turn in the final PowerPoint recording, you will complete a review document for every member in your group. This document will ask you to grade the level of participation of each member and explain how their contributions added the final product. This review is **due January 24<sup>th</sup> at 11:59pm**.
    - 10 points

### **Extra Credit: Critical Thinking Essays**

Over the course of the interim, you will have 2 opportunities to earn extra credit.

At the end of each chapter we cover, there are a list of three *Applying the Elements of Critical Thinking* prompts which ask you to conceptualize, synthesize, or analyze a specific topic from the chapter. You can earn up to 5 extra credit points (added to your quizzes) by writing a 3-5 paragraph response to one of these prompts. If you found a chapter of the book particularly interesting, respond to that chapter’s question! Guidelines for writing an essay response in this format can be found in the Resources tab on Canvas.

*Essays are due the Sunday after Week 1 (1/10) and Week 2 (1/17) at 11:59pm,  
but can be turned in anytime during the week after you have finished the readings for the chapter of your choosing.*

### **American Government Pre/Post Test**

On the first day of the interim (January 4) and on the last day of the semester (January 22), you will take an ungraded assessment which covers some of the material you will learn throughout the course of the semester. This assessment is used by the department to gauge what material students knew coming into the course and what knowledge they left with upon completion. Both assessments will be available on Canvas – should you complete them both, you will earn 3 extra credit points (added to your quizzes).

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## **MISCELLANEOUS ITEMS**

### **Students with Disabilities:**

If you have or think you may have a learning difference or a disability – a mental health, medical, or physical impairment – that would limit your access to learning or demonstrating your knowledge in this course, please contact the Dean of Students Office. If you already have an accommodation, please let me know in the first week of class.

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

### **Academic Dishonesty:**

A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone's words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here:

<https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

### **Campus Resources:**

In the University Studies Program, we want you to be successful. Below is a list of campus services available to support your success. More information about these resources is available at: <http://www.uwosh.edu/home/resources>

### **Center for Academic Resources:**

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website ([www.uwosh.edu/car](http://www.uwosh.edu/car)) for a list of tutors. If your course is not

listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

### **Writing Center:**

The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email [wcenter@uwosh.edu](mailto:wcenter@uwosh.edu), or visit them in Suite 102 of the Student Success Center.

### **Reading Study Center:**

The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email [readingstudy@uwosh.edu](mailto:readingstudy@uwosh.edu), view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

### **Polk Library/Information Literacy:**

You have been introduced to Information Literacy in your Quest Speaking and Writing courses. As a reminder, Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: [mulveyt@uwosh.edu](mailto:mulveyt@uwosh.edu). You may also set up a research advisory session with a librarian at: [rap@uwosh.edu](mailto:rap@uwosh.edu).

### **Food Assistance:**

If you are in need of food assistance, you have campus resources available to you. Your Oshkosh Student Association (OSA) runs the campus food pantry, The Cabinet. It is open to all UWO students who express a need for food assistance. It is located in the lower level of the Reeve Memorial Union. Operational hours and additional information can be found on the OSA's Services Web-page. For questions and concerns, please contact the Food Pantry Director: [foodpantry@uwosh.edu](mailto:foodpantry@uwosh.edu), or the OSA Office: [osa@uwosh.edu](mailto:osa@uwosh.edu); (920)-424-3202.

### **Student Right to Know Act (1990):**

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Student Right to Know Act of 1990:

<https://uwosh.edu/financialaid/consumer-information/>

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## CLASS SCHEDULE

This schedule is subject to change. Some of these topics and readings will require a bit more time than I have allotted, and some less; however, because we will be online this semester, it is important that we do our best to stay on schedule. In general, you should have the readings completed for the day they are assigned (if a reading is listed for 01/07, you should read it by that date).

### WEEK 1

January 4

Thinking Critically about Political Science & Introduction to Gerrymandering

**READ:** Syllabus

**READ:** We the People: Introduction Section and Chapter 1

**LISTEN:** 538 Gerrymandering Project – *What is Gerrymandering*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz for Intro Week (Syllabus and Canvas overview)

**TAKE:** Pre-test Assessment (ungraded)

**Mandatory Class Attendance (1pm – 4pm); in-person or via MS Teams**

January 5

Constitutional Democracy: Promoting Liberty and Self-Government

**READ:** We the People: Chapter 2

**TAKE:** Canvas Quiz

January 6

Federalism: Forging a Nation

**READ:** We the People: Chapter 3

**READ:** *Federalist No. 10*

<https://guides.loc.gov/federalist-papers/full-text>

**LISTEN:** 538 Gerrymandering Project – *Partisan Gerrymandering in Wisconsin*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz

January 7

Civil Liberties: Protecting Individual Rights

**READ:** We the People: Chapter 4

**TAKE:** Canvas Quiz

January 8

Equal Rights: Struggling Toward Fairness

**READ:** We the People: Chapter 5

**READ:** Segregation by Design Comic (when you reach the Civil Rights Act on p.143)

[https://urbanaffairsreview.files.wordpress.com/2019/06/trounstine\\_ritter\\_segregationbydesign\\_comic.pdf](https://urbanaffairsreview.files.wordpress.com/2019/06/trounstine_ritter_segregationbydesign_comic.pdf)

**LISTEN:** 538 Gerrymandering Project – *Black Representation in North Carolina*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz

**Mandatory Event Attendance (1pm – 2pm) via MS Teams  
Presentation by Melissa Prentice with the People’s Maps Commission**

January 10

Service Learning Hours Journal #1 due at 11:59pm

Extra Credit Essay #1 due at 11:59pm (optional)

January 11

Public Opinion and Political Socialization & Political Participation

**READ:** We the People: Chapter 6

**READ:** We the People: Chapter 7

**READ:** Politics by the Numbers Blog – Thomas Holbrook, UW-Milwaukee  
Convention Bumps Revisited  
Heightened Demographic Divides  
The Education Gap

<http://politics-by-the-numbers.blogspot.com/>

**LISTEN:** 538 Gerrymandering Project – *Competitive Elections in Arizona*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz

**Mandatory Class Attendance (1pm – 4pm); in-person or via MS Teams**

January 12

Political Parties, Candidates, and Campaigns & Interest Groups

**READ:** We the People: Chapter 8

**READ:** We the People: Chapter 9

**READ:** Copy, Paste, Legislate Part I & II

Part I: <https://www.usatoday.com/pages/interactives/asbestos-sharia-law-model-bills-lobbyists-special-interests-influence-state-laws/>

Part II: <https://www.usatoday.com/in-depth/news/investigations/2019/04/03/abortion-gun-laws-stand-your-ground-model-bills-conservatives-liberal-corporate-influence-lobbyists/3162173002/>

**TAKE:** Canvas Quiz

January 13

Congress: Balancing National Goals and Local Interests

**READ:** We the People: Chapter 11

**WATCH:** House Committee Hearings and Meetings Video:

<https://www.congress.gov/committees/video>

**LISTEN:** 538 Gerrymandering Project – *Ditching the Politics in California*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz

January 14

The Presidency: Leading the Nation

**READ:** We the People: Chapter 12

**READ:** Going Public & the Problem of Avoiding Presidential/Congressional Compromise

**TAKE:** Canvas Quiz

**Mandatory Event Attendance – The People’s Maps Commission (TIME: TBD)**

January 15

The Federal Judicial System: Applying the Law

**READ:** We the People: Chapter 14

**WATCH:** Justice Sotomayor interview with Trevor Noah

<https://www.youtube.com/watch?v=Nztz3yuF3lY>

**WATCH:** Justice Ginsburg eulogy for Justice Scalia

[https://www.youtube.com/watch?v=jb\\_2GgE564A](https://www.youtube.com/watch?v=jb_2GgE564A)

**LISTEN:** 538 Gerrymandering Project – *An End to Gerrymandering?*

<https://podcasts.apple.com/us/podcast/the-gerrymandering-project/id1336743759?mt=2>

**TAKE:** Canvas Quiz

January 17

Service Learning Hour Journal #2 due at 11:59pm

Wisconsin Redistricting Essay due at 11:59pm

Extra Credit Essay #2 due at 11:59pm (optional)

January 19

Topic: TBD

**Mandatory Class Attendance (1pm – 4pm); in-person or via MS Teams**

January 20

Topic: TBD

January 21

Group Project Work Day

January 22

Group Project Work Day

Group PowerPoint presentation recording due at 11:59pm

**TAKE:** Post-test assessment (ungraded) – earn 3 extra credit points!

January 24

Group member participation sheet due at 11:59pm

Class Reflection Paper due at 11:59pm