

August 30, 2021  
U.S. Government; U.S. Government / AP

## Lecture Two – American Political Ideologies and Parties

### Instructions for Weeks of August 30 to September 3

Hey People,

OK, we have the preliminary discussions about basic concepts and theories out of the way so we can start digging into various ideologies and the political parties usually associated with them. Liberal / conservative, left wing / right wing, Nazi / commie...there is no shortage of complex concepts that are often thrown around with very little understanding of what the terms actually mean. Let's fix that with this lecture! You'll also be doing the Political Compass in this lecture so you can find out where you are. All right folks, here's your breakdown for the next two weeks:

**Task 1:** Click "Text Reading and Text Assignment Two" to see the text work for this lecture. After finishing the text assignment, you can upload your work to our Google Classroom page.

**Task 2a:** Click "Lecture Presentation" to watch the lecture *asynchronously* (meaning you can watch it when you want to, not at any specific time). If you have any specific questions about the lecture, you can ask during our Zoom meetings.

**Task 2b:** Click "The Political Compass" and go to the top left part of the page where it says "Take the Test." You will be given 4 responses (agree, strongly agree, disagree, and strongly disagree) to 62 statements. Answer as best you can but if you have any questions about the statements, don't hesitate to ask during Zoom meetings. When you're finished click the compute and scroll down to see where you are on the political compass (it will be a red dot in one of the four quadrants of the compass). We'll discuss what it means in the Zoom meetings.

**Task 3:** Click "Article Reading for Journal Response." Each lecture will be accompanied by an article which will correspond to that lecture's theme. After reading the article, you will write a one-page, double-spaced response which you will upload onto Google Classroom. Remember, the response should be an *analysis* of the article, *not a summary*. In other words, tell me what you *think* about the article, do not tell me what the article is about (I've already read it). Analysis can include agreements or disagreements with the author, bias in the writing, questions or comments about the subject or facts presented, or other thoughts you might want to add.

**Task 4:** Click “Video Presentation for Lecture Two” and watch the documentary on the Youtube link. The videos are approximately one to two hours for each lecture. They can be watched at your convenience but do try to absorb the entire film.

**Task 5:** Click “Google Classroom Discussion Board Response.” Once there, I would like you to write a short, one to two-paragraph comment about the film. After that, please respond to two other student’s responses. Please keep your responses to other students respectful – we don’t need to agree, but let’s be polite and mature in how we talk with each other.

So next week we should back up a bit and go back to the founding of the country and the Constitution, to examine whether the founders vision became a reality.

Until then, stay healthy and outta trouble,  
Kropf

