

San José State University
College of Social Sciences/Department of Political Science
Political Science 101: American Government for Teachers
Fall 2019

Course and Contact Information

Instructor:	Ms. Serene Williams
Office Location:	CL 404B
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Email:	serene.williams@sjsu.edu
Office Hours:	(5-5:45pm Monday nights, also via email or by appointment)
Class Days/Time:	Mondays 6:00-8:45 PM
Classroom:	Dudleymoore Head Hall 149A

Course Format

This course will meet weekly in person. No technology is required but a laptop or tablet may be used in class if preferred.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course will cover an introduction to the institutions and processes of American and California governments with an emphasis on meeting CCTC Teacher Preparation Standards. Topics include the U.S. Constitution, federalism, political participation, civil rights and liberties, Congress, the presidency and important Supreme Court cases.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. An understanding of the foundations of the political system, including the evolution of the philosophies of the U. S. and California Constitutions, political culture, separation of powers, bureaucracy, federalism and relations among various levels of government within an international, comparative context.
2. An understanding of the links between the people and government, including participation and voting, political parties, interest groups, public opinion and socialization. Students should be able to analyze the rights and

obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order and efforts to end racial and gender discrimination in both the public and private sectors of society.

3. An understanding of the operation of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics and a careful assessment of the impact of demographic changes on the history and politics of the state and nation.
4. An understanding of the California History/Social Science Standards and Framework as well as the California Common Core Standards for Grades 9-12 as they specifically relate to teaching government and civics.
5. The ability to create a lesson plan based on the California Standards for grade 12.

Required Texts/Readings

Textbook

American Government: Stories of a Nation by Scott F. Abernathy and Karen Waples, Bedford/St. Martins, 2019
ISBN: 978-1-319-19536-6

Other Readings

["History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve."](http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf) California State Board of Education, October 1998.
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

["History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve."](https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf) Sacramento: California Department of Education, 2017. Chapter 17. Grade Twelve, Principles of American Democracy. <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>

["Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve."](http://www.cde.ca.gov/re/cc/index.asp) California State Board of Education, August 2010, Updated March 2013. <http://www.cde.ca.gov/re/cc/index.asp>

Course Requirements and Assignments

Major Course Assignments:

- 1) **Teaching Interest Essay:** Students will be expected to write a 4-5 page teaching interest essay regarding a lesser known political figure who nonetheless impacted the American political system. Detailed information about this assignment will be distributed in class. The essay will require the use of primary and secondary sources and Chicago style citations. A rough draft will not be required but is an option for any student that would like feedback on their writing before they hand in their final draft. This assignment will be considered a formal writing assignment. This assignment connects to Course Learning Objective (CLO) #2, which calls for students to understand links between people and government (linkage institutions).
- 2) **Research Paper with a Lesson Plan:** Students in this course will be expected to write a research paper of 10-12 pages analyzing the historical development and current efficacy of a contemporary foreign or domestic policy. 3-5 pages of this assignment must include a lesson plan intended for direct instruction with K-12 students. The research paper assignment connections with CLO #5, the ability to create a lesson plan based on the California Standards for grade 12. This assignment will be considered a formal writing assignment and will be due towards the end of the course on December 2nd.

- 3) **Midterm Examination:** A midterm examination consisting of multiple choice, short answer and document based questions (DBQs) will be administered on October 21st. This assignment connections to CLO #1 which calls for students to understand the foundation of the U.S. political system as well as separation of powers, bureaucracy and federalism.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

A cumulative two hour final exam will be given on the last class meeting of the semester. This final exam will consist of multiple choice questions and a series of short answer questions. Questions on this exam will require document analysis following the DBQ (document based questions) format, which will be discussed at length throughout the semester. The final exam connections to CLO’s #1, #2 and #3 as it will cover content related to the U.S. political system as well as the political system of California.

Grading Information

Determination of Grades

- Your grades will be determined by total points. Your grade will be determined by a wide variety of major assessments, including a final exam, in class writing assignments, a midterm exam and a lesson plan research paper. A midterm exam will be worth 200 points, the research paper and process will be worth 300 points, a teaching interest essay will be worth 200 points and a final exam will be worth 200 points. Minor assessment will be assigned during most class meetings and will include a one pager on interest groups and document based questions given during class sessions. These minor assessments will total 100 points. +/- grades will be given in this course.
- Extra credit is available and opportunities will be shared by the instructor in class.
- Late assignments, both major and minor, will be marked down one full grade (ten percentage points) for each day late (e.g., an A- will become a B- if the assignment is one day late). A student who does not electronically submit a long-term assignment by the due date, even if absent on the due date, may be penalized one full grade for each day late.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900-929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860-899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830-859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800-829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760-799</i>	<i>76 to 79%</i>

<i>C</i>	730-759	73 to 75%
<i>C minus</i>	700-729	70 to 72%
<i>D plus</i>	660-699	66 to 69%
<i>D</i>	630-659	63 to 65%
<i>D minus</i>	600-629	60 to 62%

Classroom Protocol

1. Cell phone use is not permitted in our classroom without instructor approval.
2. Unless an exception is made, picture taking or video recordings are not allowed.
3. Unless your instructor makes an exception, photography of the notes on the whiteboard will not be allowed. Students are expected to take their own notes.
4. Students must only open programs requested by the instructor. Surfing the Internet, engaging in chat, or checking email while taking class notes is not acceptable
5. Attendance is expected at all class meetings. It is essential to attend class and there will be unannounced writing assignments that cannot be made up unless there are extenuating circumstances.
6. Students should email the instructor at least 24 hours before class if they know they need to miss a class meeting.
7. PowerPoint notes are not posted online so it is essential to attend all class meetings to stay up to date with course content.
8. Librarian Paul Kauppila is the liaison for the Political Science department and can be reached at: paul.kauppila@sjsu.edu. Please reach out to him if you would like support with research assignments in this course.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

Course Number / Title, Semester, Course Schedule

Note:

This schedule is subject to change; updates to the schedule below will be posted on Canvas in a timely manner

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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1	Aug. 26 th	Topic: Principles of American Democracy Welcome to the course, teaching ideologies, teaching civics through timeless topics, recommended teaching resources, how to teach a DBQ, in class writing activity <u>Note: bring textbook to each class meeting</u>
2	Sept. 2 nd	Labor Day, Campus Closed, NO CLASS
3	Sept. 9 th	Topic: The U.S. Constitution Teaching the Constitution through an intersectional lense, must know SCOTUS cases for a history/government teacher, walking students through a 1 pager on a constitutional clause, teaching a constitution based DBQ, in class collected writing assignment, introduction to the research paper Readings due today: State Teaching Standards, https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter17.pdf and textbook reading: Chapters 1 & 2--Bring textbook to class In class Assignment: Single quote DBQ on the U.S. Constitution (20 points possible)
4	Sept. 16 th	Topic: Federalism Teaching federalism in an era of polarization, maximizing student engagement, essential SCOTUS federalism case studies, in class written analysis of case studies of conflict between state & federal law Reading: Chapter 3 Come to class with your chosen little known politically significant figure to research this semester (20 point assignment)
5	Sept. 23 rd	Institutions of Government: Making Congress engaging, teaching iron triangles, In class multi quote DBQ on federalism (20 points possible) Reading: Chapter 4 & research current congressional news on house.gov, senate.gov
6	Sept. 30 th	Topic: Institutions of Government: The Executive Branch Small group discussion: grading American presidents In class: Work on teaching interest essay topic Reading: Chapter 5
7	Oct. 7 th	Topic: The Fourth Estate: Media In class activity: Jigsaw discussion on the media Teaching Interest Topic Essay Due: 4-5 pages (200 points possible)
8	Oct. 14 th	Institutions of Government: Teaching the SCOTUS docket, More Perfect podcasts & Selective Incorporation Review for the midterm exam Reading: Chapter 6 Activity In class: More Perfect episodes & creative note-taking--Political Thicket & Sex Appeal <i>Optional: Research paper questions & preliminary thesis due (submit if you would</i>

		<i>like feedback)</i>
9	Oct. 21 st	1 hour Midterm Exam (200 points possible) In Class Topic: California's political system Assignment for next week: researching an interest group
10	Oct. 28 th	Teaching through controversy: case studies on right to privacy SCOTUS cases, teaching interest group speed dating Teaching SCOTUS cases: <i>Griswold v. Connecticut, Roe v. Wade, Planned Parenthood v. Casey, Bowers v. Hardwick, Lawrence v. Texas, Obergerfell v. Hodges</i> , In class written analysis on SCOTUS cases (20 points possible) Readings: Chapters 8 & 9 Due Today: One pager on an interest group (20 points possible)
11	Nov. 4 th	FAIR teaching: Rights & responsibilities of citizens, LGBT Political Participation & Nurturing Student Engagement Activity: Pauli Murray lesson plan on the 14th amendment Reading: Chapter 15 on Interest Groups & Social Movements Assignment Due: Preliminary Thesis, Outline & Sources due for research paper (50 points possible)
12	Nov. 11 th	Veterans Day Campus Closed, NO CLASS
13	Nov. 18 th	Teaching political parties; Educating Global Citizens in Comparative Context: Teaching AP and on level Comparative Government topics, case studies in the K-12 classroom such as the British parliamentary system and the Nigerian presidential system Reading: Chapter 14 on political parties In class written assignment on comparative political systems (20 points possible)
14	Nov. 25 th	Maximizing professional development: participating in academic conferences & opportunities for publishing for educators Optional: rough draft of research paper due
15	Dec. 2 nd	Preparation for the final exam Research paper with lesson plan due (10-12 pages, 250 points) In class review guide activity (20 points possible)
16	Dec. 9 th	Review for the final exam
Final Exam	Dec. 16 th	2 hour cumulative final examination (250 points possible)