

# 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:	Dr. Holly Royaltey
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Office Hours:	Wednesday; 5:00-6:00 PM
Class Days/Time:	Monday; 6:00-8:45 PM

### 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 Format: Online

The class will use both synchronous and asynchronous learning. Students should expect to meet every week at in a synchronous format ranging from 60-90 minutes. The remaining class time will be spent engaging with asynchronous material.

### Faculty Web Page and MYSJSU Messaging

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))*

## Course Learning Outcomes (CLO)

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

1. Apply 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 with respect to a particular issue within education.
2. Analyze the links between the people and government, including participation and voting, political parties, interest groups, public opinion, and socialization.
3. 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.
4. Examine and analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
5. Explain the relationship among 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.
6. Create a lesson plan based on the California Standards for grade 12 that includes three parts: Preparing the Learner, Interaction with various texts, and Assessment/ Extension Opportunities.

### Required Texts/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>

Other technology requirements / equipment / material

- ✓ Ability to access podcasts: Spotify, NPR.com, Apple Podcast, etc

## Course Requirements and Assignments

### **Due – November 23<sup>rd</sup>: Position Paper: Why does a Civics Education essential for high school students?**

This assignment will be considered a formal writing assignment, 4-6 pages in length, using 4 assigned class sources minimum to answer the above question. The purpose of the paper is to create/strengthen the foundation of your teaching philosophy with respect to civics education, and is designed to assess CLO #2, #3, #5. Students will discuss their identified connections between education as an institution, and citizenship, as well as the role of educators as part of the political socialization process. Exemplary papers will also draw connections across time, additional course materials and sources of the student's choice, and make insightful connections to current educational and social issues and policy.

### **Due November 30<sup>th</sup>: Lesson Plan, Teach Back, and Reflection:**

Students will select one bullet from standard California History and Social Science Standard 12.9 and one or more California Common Core History Literacy standards. Students will write up a complete lesson plan based on model of a lesson in three moments. Students will create the student facing documents/sources/and instructional materials for one lesson "moment" and teach it to a small group of peers. Students will then write a reflection analyzing the values and limitations of their lesson based on a student work analysis protocol.

### **Due December 9<sup>th</sup>: Policy Application of Course Content**

Students will select an "problem of practice in education" and will research this problem through the lens of course content. Students will be asked to apply the concepts, data, and reading to their education issue using both in class and additional resources. The Policy application will function as four exams and the final, and will be divided into 5 separate parts with assigned due dates. The purpose of this assignment is to ensure that students can connect the content of the course to a current context. This assignment may also be used in conjunction with the Assignment #1: Position Paper.

### **Weekly: Reflections and Assessments on the Week's Material**

As a regular part of our class meetings there will be weekly reflections to ensure that students understand the material and are able to get any questions answered. All weekly reflections will be open note / open source. It is the goal that these reflections will ensure that students are able to successfully complete assignments #1 and #3.

*"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**

Completion of final weekly evaluation and Socratic seminar:

- ✓ How can we build a more just, fair, and representative system of democracy in the US?
- ✓ What are the roles and responsibilities of secondary educators in the political socialization of young people with respect to [the ideas set forth by John Lewis?](#)

## Grading Information

Student grades will be assigned according to the level of performance on the CLO. Each standard will be assessed on a 0-4 scale. Assessments will include reflections on assigned material, and group discussion, as well as two major culminating course assessments.

<u>Marks Possible</u>	<u>Assignment</u>
8	Policy Application Project: <b>Due December 9</b>
8	<b>Weekly Assessments / Reflections</b> on Course material (Final Score will be your two MODES added together)
4	<b>Lesson Plan:</b> Due <b>November 30</b>
4	<b>Paper</b> (Why is Civic Education essential)? <b>Due November 23</b>
4	<b>Final Exam</b> – December 9

<u>Final Grade</u>	<u>Marks</u>	<u>Percentage</u>
A	26-28	93-100
A minus	24-25	85-89
B plus	22-23	79-82
B	20-21	71-75
C plus	17-19	60-67
C	14-16	50-57
D	13-10	35-46

## Late/Missing Work

1. Weekly Assessments cannot be made up, *unless* you have proactively met with me prior to class, and we came to an agreement.
2. Policy Application mini-deadlines *1-4 can be missed provided those parts are completed by November 30<sup>th</sup>*.
3. Lesson Plan *will not be accepted late as we are using them in class on November 30<sup>th</sup>*
4. Civic Education paper will not be accepted late, *unless* you have proactively met with me prior to November 20<sup>th</sup>, and we came to an agreement.

## Classroom Protocol

1. Attendance is expected at all class meetings. It is essential to attend class, especially since you are aiming to be teachers. Class will contain both synchronous and asynchronous portions
2. Students should email the instructor at least 24 hours before class if they know they need to miss a class meeting.
3. Please ensure that you are in a space where your camera is on for the duration of the synchronous portion of the class.

4. Please ask questions: If you are not sure what to do, what an assignment is asking, or just need to process what you are reading/watching – do not hesitate to ask.
5. Please take advantage of the collaborative nature of the course.
6. Librarian Paul Kauppila is the liaison for the Political Science department and can be reached at: [paul.kauppila@sjsu.edu](mailto: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) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## Political Science 101: American Government for Teachers, Fall 2019

### Course Schedule

The overarching course questions:

- ✓ *How can we build a more just, fair, and representative system of democracy in the US?*
- ✓ *What are the roles and responsibilities of secondary education in the political socialization of young people with respect to [the ideas set forth by John Lewis?](#)*

Please use the [linked digital course calendar and agenda](#) for resources, and materials for each class and assignment.

Week	Date	Topic	Due Next Class
1	8/24	Begin Unit 1: Welcome and Intros + Hidden Curriculum	<b>Weekly Reflection:</b> Canvas (Check-in on the flipped content) Complete Google Intake Form Subscribe to PodCasts: <a href="#">Throughline</a> and <a href="#">More Perfect</a> Create <b>Portfolio Website</b> - use <a href="#">google sites</a> if you are unfamiliar (it is very user friendly) Have fun! Make it your own
2	8/31	Creating Constitution + Stakeholder Analysis	<a href="#">Howard Zinn – Excerpt: Creating the Constitution: A People’s History (9 pages)</a> <b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials <b>Problems of Practice: Due 9/7</b> First Tab on Webpage- "Issue of Education Policy / Problem of Practice" that you would like to see changed / dismantled + 2 sources
3	9/7	Federalism (No Class) + Notetaking	Listen to ONE of the following podcast episodes ( <a href="#">1</a> or <a href="#">2</a> ) and discuss the applications to federalism: <b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials <b>Policy Application - Founding Principles:</b> First Tab on Webpage- "Issue of Education Policy / Problem of Practice" that you would like to see changed / dismantled + 2 sources
4	9/14	Begin Unit 2: Interactions Between the Branches + World Cafe	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials Prepare for deliberative dialogue on Mass Incarceration and Gerrymandering Additional Source on <a href="#">Gerrymandering</a>
5	9/21	Legislative Branch + Deliberative Dialogue	<a href="#">Read assigned Essay – Good President - Mark your text</a> <a href="#">Throughline – Growth of Executive Power (52 minute listen - includes transcript)</a> <a href="#">Expansion before listening to PodCast if you want more</a> <b>Read at least 1 of these - 2 if you are super into it.</b> <a href="#">Source 1</a> <a href="#">Source 2</a> <a href="#">Source 3</a> <a href="#">Source 4</a> <a href="#">Source 5</a> <a href="#">Source 6</a>

6	9/28	What makes a “good” president + Mind Mirror	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials
7	10/5	Judiciary: The Referee + Preparing the Learner	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials Create, present, justify your warm-up next class. FUN!
8	10/12	Implications of the Court Decisions + Extending Warm-Ups	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials <b>Policy Part B - Final Assessment – Unit 2:</b> Interactions between the government on your policy issue - Due 10/19 1. How have the checks and balances worked within the context of this issue? 2. Has one branch been more active, or had a greater impact on the issue? 3. Has a branch overreached or usurped within the context of your issue?
9	10/19	Begin Unit 3: Political Ideology and Socialization	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials <b>Policy Application Part C - Political Ideology on your selected issue</b> 1. Where do your beliefs come from on this issue? 2. How do your beliefs match up to previous or current political ideologies (Social? Economic? Party? Generational?) 3. Were you to recommend actions on this issue, which individuals, groups, parties would you identify as allies, and why?
10	10/26	The Manipulation of Data + Data Analysis	<b>Weekly Reflection:</b> Canvas based on synchronous and asynchronous materials <a href="#">5 myths of the Electoral College?</a> Is it still necessary <u>One additional source of your choosing on elections/electoral college</u> Election of 2016 Election of 1877 Election of 2000 Vox NPR
11	11/2	Election Predictions + Debate about significance of electoral college? Will it matter again?	<b>VOTE</b> --- <b>Select Topic for Lesson Plan:</b> From Standard 12.9 (Comparative Government) + read <a href="#">California Framework pp 19-22</a> + Complete Google Form --- <b>Create 3 text-based question</b> , and 1 discussion question for Socratic seminar (Preparing for your paper) <a href="#">Source 1 - Iron triangle</a> <a href="#">Source 2: Trump 4th of July</a>
12	11/9	Begin Unit 4: Civil Rights and Civil Liberties	<b>Select Resources:</b> 2-3 Selected “texts” for lesson plan (audio/videos - under 7 min + readings - 2 page max). <b>Consider:</b> Your content + common core standards  <b>Elevator Speech + Rough outline of your argument about Civics</b>
13	11/16	First Amendment + Lesson Adaptation	<b>Paper Due - Why Civics is essential</b>
14	11/23	Key Constitutional Cases + Games	<b>Lesson Plan Due</b> - Complete the online template <b>Be sure all of your documents are accessible to members in the class</b>
15	11/30	Lesson Plans - Comparative Government	<b>Lesson Plan Reflections</b> <b>Weekly Reflections</b>
16	12/7	Teacher Panel and Preparing for the Field	<b>Final Policy Application - Civil Liberties, Civil Rights, Recommendations</b> Research: Court Cases or Precedents on your policy issue If there have not been any cases, what are some potential lawsuits Recommendations for change
17	12/9	Final Exam	Go change the world