

San José State University
College of Social Science/Department of Political Science
Political Science 101: American Government for Teachers, Section 1,
Fall 2017

Instructor: Professor Charles Fowler
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Office Hours: mondays 4:30-5:30 pm or by appointment
Class Days/Time: mondays 6:00-845 pm
Classroom: 116 Hugh Gillis Hall

Canvas

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found through Canvas at <http://www.sjsu.edu/at/ec/canvas/index.html> Please login to Canvas using your SJSU 9-digit ID (for example: 00591888) and your password. You are responsible for regularly checking Canvas for important information.

Course Description

This course is intended to introduce future teachers to the fundamentals of American government and politics. The course includes practical applications of the historic basis of American political ideas, themes, and principles as a means of acquainting students with the complexities of the American political system. The course will focus on providing future teachers with practical instructional strategies and classroom methods to engage their own future students in learning. *3 Units*

Course Goals and Student Learning Objectives

At the end of this course, students should be able to demonstrate:

1. A practical application 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 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.
3. An understanding of the California Social Science Standards for Grades 9-12 as they specifically relate to teaching Government and Civics as well as Common Core State Standards for English and Social Sciences.
4. A variety of teaching, discussion, and classroom management strategies that engage students in democratic practices and thinking inside and outside the classroom.
5. The ability to create meaningful formative assessments for a 12 grade Government and Civics class.
6. The ability to create a unit and lesson plans based on the California Standards for grade 12.

Required Texts

Ayers, Rick, and William Ayers. Teaching the Taboo: Courage and Imagination in the Classroom. 2nd ed. New York: Teachers College, 2014. Print.

Gillen, Jay. Educating for Insurgency: The Roles of Young People in Schools of Poverty. Oakland: AK, 2014. Print.

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

“Common Core State Standards for English Language Arts & Literacy in History/Social Science, and Technical Subjects. Common Core State Standards Initiative. June 2010.
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Classroom Protocol

Full and informed attendance and participation is expected of all students. Please arrive on-time to class, attend each class meeting, keep up with all the readings, pay close attention and take notes during lectures, and actively participate in class discussions, model lessons, and debriefs. Refrain from text-messaging, e-mailing, web-surfing, and instant messaging or reading non-course related material during class time. Please turn off your cell phone and put it away when you come to class and do not answer phone calls in class nor send, receive, or read messages in class. Also, please do not record, transmit, or broadcast the lectures in any way.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on the Office of Graduate and Undergraduate Programs [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/index.html) at <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Workload and Credit Hour Requirements

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Your grade in this course will be based on a series of assignments, participation in class lessons and a active support and feedback given to fellow classmates. You must attend each class session in order to get full credit for participation in the interactive lessons and there is **NO MAKE-UP** or alternate assignment for this portion of the course grade. All assignments are to be turned in at the beginning of class on the due date. Please note that **I DO NOT ACCEPT ANY LATE ASSIGNMENTS** except in cases of documented illness or other documented emergency. When possible, you must notify me before the due date if you have an emergency situation. *Please note: the assignment specifics and due dates in this syllabus are subject to change as necessary.*

Assignments:

Assignment 1: Building Classroom Democracy	100 pts (Presentation and Paper)
Assignment 2: Teaching for Taboo Dialogue	100 pts (Group Presentation/handout)
Assignment 3: Deconstructing a lesson plan	100 pts (Individual Project)
Assignment 4: Teaching taboo Essay/inquiry	100 pts (Paper)
Assignment 5: Group unit plan	200 pts (Group presentation -4 Lesson Plans)
Assignment 6: Educating for Insurgency Synthesis	200 pts (Paper)
Peer Evaluations	200 pts

- Evaluation for each presenter in class for assignments 1,2 and 5 are mandatory. Evaluation forms will be provided during days of presentation by instructor

Total

1000 pts

Grading Scale (%):

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy S07-2, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Political Science 101: American Government for Teachers- Proposed Course Schedule (Schedule subject to change)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 28th	Introductions; Content Standards and the Common Core Major assignments explained, presentation order assigned
2	Sept. 4th	No Class Labor Day – Mandatory relax for at least an hour
3	Sept. 11th	KWL Lesson- Starting from what students know Presentations: Building classroom Democracy 1-3 Assignment 1 Due Readings: Intro, Chp 1 (Teaching the Taboo)
4.	Sept 18th	Comparing Forms of Government - Engagement Strategies Presentations: Building classroom Democracy 4-6 Readings: Chp 2-5 (Teaching the Taboo)
5	Sept. 25 th	Roots of American Democracy -Teaching with Sources Presentations: Building classroom Democracy 7-9 Readings: Chp 6-7 (Teaching the Taboo)
6	Oct. 2nd	Campaigning for president-Analyzing sources *Choose Groups* Presentations: Building classroom Democracy 10-11 Readings: Chp 8-Coda (Teaching the Taboo)
7	Oct. 9th	The Bill of Rights-creating sources *Intro to Educating for Insurgency* Presentations: Teaching Taboo Dialogue 1-2 Assignment 2 Due
8	Oct.8th	Political Cartoon Analysis- Historical Skills/Commoncore Presentations: Teaching Taboo Dialogue groups 3-4 Readings: Forward, Preface, Introduction (Educating for Insurgency)
9	Oct. 23rd	Role of Supreme Court -Designing a Lesson Plan Presentations: Teaching Taboo Dialogue groups 5-6 Readings: Part 1 (Educating for Insurgency) completed by
10	Oct. 30th	Brown V. Board of Education Socratic Seminar-Lesson Plan Designs Presentations: Teaching Taboo Dialogue groups 7-8 Educating for Insurgency reminders
11	Nov. 6th	FILM: War On Kids Assessment Strategies & Rubrics- final projects , Educating Insurgency –Inquiry Circle Readings: Part 2 (Educating for Insurgency) Assignment 3 due (Nov 6th)
12	Nov. 13th	UNIT plan check ins Presentation: Panel discussion former and current high school teachers Readings: Part 3 (Educating for Insurgency)
13	Nov. 20th	Educating for Insurgency inquiry circle Readings: Part 4 & Conclusion (Educating for Insurgency) Assignment 4 Due (Nov 20th)
14	Nov. 27th	Group Unit Plan Presentations: Groups 1-3 Assignment 5 Due
15	Dec 4 th , 2016	Group Unit Plan Presentations: Groups 4-6 Assignment 5 Due
16	Dec. 11th	Group Unit Plan Presentations: Groups 7-8 Assignment 5 Due -----Final Class Reflections
17	FINALS WEEK Dec. 18th	Assignment 6 (Educating for Insurgency Synthesis due)

