

# San José State University

## College of Social Sciences/Department of Political Science Political Science 101: American Government for Teachers Fall 2021

### Course and Contact Information

Instructor:	Dr. Holly Royaltey
Email:	<a href="mailto:holly.royaltey@sjsu.edu">holly.royaltey@sjsu.edu</a>
Office Hours:	Fridays, 4-5 PM via Zoom (link provided in Canvas) or by scheduled appointment
Class Days/Time:	<b><u>Monday</u></b> : 6:00-8:45 PM, <b><u>Final Exam</u></b> : December 13th 5:15-7:30

### 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:** This course meets in person once a week (Monday). There will be both in person and asynchronous learning components. The course is a flipped model, meaning that the asynchronous work is preparation for the next in person meeting.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on [Canvas Learning Management System course login website](http://sjsu.instructure.com) 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) <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](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/hssfchapter17.pdf) Sacramento: California Department of Education, 2017. Chapter 17. Grade Twelve, Principles of American Democracy. <https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter17.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 22nd: 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 29<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 a 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 6<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 and final essay reflection:

- ✓ 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.

This course must be passed with a C- or better as a CSU graduation requirement.

<u>Marks Possible</u>	<u>Assignment</u>	<u>Final Grade</u>	<u>Marks</u>	<u>Percentage</u>
8	<b>Policy Application Project - Completed in Parts:</b> Final portion <b>Due December 6th</b> <b>Each part will earn a score and then total points will be scaled out of 8.</b>	A	26-28	93-100
		A minus	24-25	85-89
8	<b>Weekly Assessments / Reflections</b> on Course material ** Two Lowest scores will be dropped **	B plus	22-23	79-82
		B	20-21	71-75
4	<b>Lesson Plan:</b> Due <b>November 29</b>	C plus	17-19	60-67
		C	14-16	50-57
4	<b>Paper</b> (Why is Civic Education essential)? <b>Due November 22</b>	C minus	12-13	43-46
4	<b>Final Exam</b>	D	11-8	28-42
		F	0-7	0-27

## 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 29<sup>th</sup>*.
3. Lesson Plan *will not be accepted late as we are using them in class on November 29<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 a teacher. Class will contain both in person 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 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.
4. Please take advantage of the collaborative nature of the course.
5. 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	Topic	Due Next Class
1 8/23	Begin Unit 1: Welcome and Intros + Hidden Curriculum Founding Principles and Ideals	<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 8/30	Creating Constitution + Stakeholder Analysis	<b>Problems of Practice:</b> First Tab on Webpage- "Issue of Education Policy / Problem of Practice" that you would like to see changed / dismantled + 2 sources <b>Weekly Reflection:</b> Canvas <input checked="" type="checkbox"/> <input type="checkbox"/> <a href="#">Howard Zinn – Excerpt: Creating the Constitution: A People’s History (9 pages)</a>
3 9/6	Federalism (No Class) + Notetaking	Listen to ONE of the following podcast episodes and discuss the applications to federalism: <a href="#">The Daily – Mask Mandates</a> <a href="#">Throughline - Millikin Versus Bradley: Who has the power to desegregate schools</a> <b>Weekly Reflection:</b> Canvas Part A: Policy Analysis Due (9/14)
4 9/13	Begin Unit 2: Interactions Between the Branches + World Cafe	<b>Weekly Reflection:</b> Canvas Prepare for deliberative dialogue on Mass Incarceration and Gerrymandering You need to know about: Gridlock, Gerrymandering, Earmarks, and Discretionary Funding, etc... Additional Source on <a href="#">Gerrymandering</a>
5 9/20	Legislative Branch + Deliberative Dialogue	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <a href="#">Read assigned Essay – Good President - Mark your text</a> <input checked="" type="checkbox"/> <a href="#">Throughline – Growth of Executive Power (52 minute listen - includes transcript)</a> <input checked="" type="checkbox"/> <a href="#">Expansion before listening to PodCast if you want more</a>  <input checked="" type="checkbox"/> <b>Read at least 1 of these - 2 if you are super into it. All if your a nerd like myself.</b> <input checked="" type="checkbox"/> <a href="#">President Trump’s Op-Ed, “A Year of Real Change,” (2018)</a> <input checked="" type="checkbox"/> <a href="#">“How America Has Changed During Trump’s First Year in Office, by the Numbers”   N.P.R.</a> <input checked="" type="checkbox"/> <a href="#">“The Republican’s Guide to Presidential Etiquette,”</a> <input checked="" type="checkbox"/> <a href="#">“Trump’s First-Year Job Approval Worst by 10 Points,”</a> <input checked="" type="checkbox"/> <a href="#">“A Strong Start: Trump’s First-Year Report Card”   National Review</a> <input checked="" type="checkbox"/> <a href="#">“They Were Bad. He May Be Worse,” an Op-Ed in The Times</a>

6 9/27	What makes a “good” president + Mind Mirror	<b>Weekly Reflection:</b> Canvas
7 10/4	Judiciary: The Referee + Preparing the Learner	<b>Weekly Reflection:</b> Canvas Create, present, justify your warm-up next class. FUN!
8 10/11	Implications of the Court Decisions + Extending Warm-Ups	<b>Weekly Reflection:</b> Canvas <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 10/18	Begin Unit 3: Political Ideology and Socialization	<b>Weekly Reflection:</b> Canvas <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 10/25	The Manipulation of Data + Data Analysis	<b>Weekly Reflection:</b> Canvas <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>5 myths of the Electoral College?</b> Is it still necessary <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>One additional source of your choosing on elections/electoral college</b> Election of 2016 Election of 1877 Election of 2000 Vox NPR
11 11/1	Election Predictions + Debate about significance of electoral college? Will it matter again?	<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) <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>Source 1 - Iron triangle</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>Source 2: Trump 4th of July</b>
12 11/8	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 11/15	First Amendment + Lesson Adaptation	<b>Paper Due - Why Civics is essential</b>
14 11/22	Key Constitutional Cases + Games	<b>Lesson Plan Due - Complete the online template</b> <b>Be sure all of your documents are accessible to members in the class</b>
15 11/29	Lesson Plans - Comparative Government	<b>Lesson Plan Reflections</b> <b>Weekly Reflections</b>
16 12/6	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 <b>Recommendations for change</b>
17 12/13	Final Exam 5:15-7:30	Go change the world