COURSE SYLLABUS

Course Number: POS 4900 SEC #1
Prerequisite(s): None

Course Title: Readings in Political Science
Course Credit: 3
Course Hours: 3

College: College of Arts & Sciences
Department: History & Political Science

Required Text(s):
Kettering Foundation. Defining Deliberation
Supplies: Required text book and computer

Faculty Name: Gary Paul
Term and Year: Fall 2008
Place and Time:
Office Location: 411 Tucker Hall
Telephone: (850) 599-3447
E-mail: gary.paul@famu.edu

Office Hours

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<tr>
<th>Monday</th>
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Course Description

The course provides the student with the opportunity to review and select from a variety of readings. The student will be assigned readings from a collection of documents, articles, and books on American Government. Topics include but are not limited to: electoral participation, political attitudes of citizens, interest group politics, and community development and participation.

Course Purpose

**POS 4900 Readings in Political Science** The purpose of this course is to introduce students to selected topics in different areas of political science and public management (administration), with required consultation and papers.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers,
administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

DIVERSITY

- **CF 1**
- **Through this focal area, the FAMU professional education candidate will:**

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

TECHNOLOGY

- **CF 2**
- **Through this focal area, the FAMU professional education candidate will:**

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |

VALUES

- **CF 3**
- **Through this focal area, the FAMU professional education candidate will:**
**CRITICAL THINKING**

**• CF 4**

**• Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance.</th>
<th>F: 4</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 4</td>
<td>I: 4</td>
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<tr>
<td>CF: 4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
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**PROFESSIONALISM**

**• CF 5**

**• Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Knows the content</th>
<th>F: 8</th>
<th>I: 1</th>
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<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 2</td>
<td>I: 6, 9</td>
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**Overall Goals of the Course**

Students will be able to master concepts about the American political system, which will include helping them to develop theories and principles about the how politics operates in America.

**Specific Behavioral Objectives**

The course will help the student to:

1. better understand concepts, theories, and principles of the American political system;
2. develop a keener sense of the interrelated and interdisciplinary dimensions of political science, public administration, and public policy;
3. develop in the student a better appreciation of the scope and breadth of political science;
   enhance the student's ability to think and write critically.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. **CRITICAL THINKING**
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**
   5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**
The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Political Science

1. Identify the features and principles of the United States Constitution, including the Bill of Rights, the separation of powers, checks and balances, and federalism.
2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
4. Identify the elements and functions of state and local government in the United States.
5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
6. Compare elements, structures, and functions of various political systems.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

Topical Outline

SCHEDULE OF ASSIGNMENTS

August/September 2008

- Introduction
- Discussion of assignments and course requirements

  * Bowling Alone, Chapter 1

  * Bowling Alone, Chapters 2-5

  * Discussion Leaders

  * 

  * Bowling Alone, Chapters 6-9

  * 

  * 5 page summary

  * Bowling Alone, Chapters 10-12

  * 

  * 5 page summary

October 2008

* Bowling Alone, Chapters 16-19

*
Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

Course Evaluation

Students will be evaluated in the course based on regular class attendance and classroom participation. University policies concerning class attendance will be fully implemented. Tests and other class assignments completions are required of all students. Tardiness, in terms of completion of course assignments, is to be avoided. Academic misconduct will result in actions stipulated by the university regulations. Incomplete (“I”) grades are normally not given for this course. Thus, students are to complete all their course requirements by the end of the semester.

Grading

GRADING SYSTEM:

10 points Discussion Leader
20 Points per article/Chapter
100 Points Midterm
100 points final exam

90 - 100% of point total – A
80 - 89% of point total – B
70 – 79% of point total - C
60 – 69% of point total – D
Below 60 % - F
**Course Policies**

**STUDENTS with DISABILITIES:**
Students with disabilities covered by the *Americans with Disabilities Act* should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

**ACADEMIC HONESTY:**
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own. (b.) Using the views, opinions, or insights of another without acknowledgment. (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

*Source: http://www.lib.berkeley.edu/instruct/guides/citations.html*

*Warning!*

All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: [http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism](http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism)

**READING:**
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

**COMMENTS, CRITICISMS, and COURTESY:**
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

**INTERNET:**
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

**PARTICIPATION and ATTENDANCE:**
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Tentative Course Calendar

August/September 2008  20 Points per article/Chapter

October 2008  100 Points Midterm

December 2008  100 points final exam

(Also see Topical Outline for other specific dates.)