

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: POLS 103 Introduction to American Government			
FACULTY NAME: Christopher Sprecher		DATE SUBMITTED: 02/21/2023	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
Syllabus	<p>This is an introductory course in American Government. We will study Congress, the Executive Branch, the Judiciary, the Constitution, civil rights and liberties, interest groups, political parties, and policy (public and foreign).</p> <p>The best way to learn this material is to have read the assigned readings BEFORE the class date in which it is discussed. This will enable you to be familiar with the new concepts as I discuss them in lecture and for you to ask questions.</p> <p>I am available for office hours each week, as well as available electronically via email through Canvas or directly through the email listed above.</p>	<p><i>General Overview</i></p> <p>This is an introductory course in American Government. We will study Congress, the Executive Branch, the Judiciary, the Constitution, civil rights and liberties, interest groups, political parties, and policy (public and foreign).</p> <p>The main focus of this course will be the institutions of American government. How were rules and norms created to govern (and continue to govern) the American experiment. In doing so, however, we will address who has traditionally had access to these institutions, who has been marginalized from full participation in American democracy, and how this imbalance has been and continues to be addressed and remedied.</p> <p>The best way to learn this material is to have read the assigned readings BEFORE the class date in which it is discussed. This will enable you to be familiar with the new concepts as I discuss them in lecture and for you to ask questions.</p>	<p>As the revision in red shows, I have planned on addressing systemic barriers to various cultures in the history of the United States. The emphasis placed, as I have done in every iteration of this course I've ever taught, focuses on the role that governmental institutions provide and restrict access to government benefits.</p> <p>In the course I will address these issues in the context of African-American, Asian-American, Hispanic-American cultures, as well as their impacts on</p>

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

		I am available for office hours each week, as well as available electronically via email through Canvas or directly through the email listed above.	women of all cultures and LGBTQ citizens.
RESOURCES USED and where to find more information:			
Course Units	3	3	The course remains 3 units per the College catalog
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	American Government 3e - OpenStax	American Government 3e - OpenStax Additional sources listed on syllabus	In the attached syllabus for spring 2023 I highlight in red the additional readings I've added to make the course more culturally responsive.
RESOURCES USED and where to find more information:			
Instructional Methods	Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange.	Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange. . Each class period has a question posed to help guide you in thinking about the topic being discussed that day.	The addition of daily questions to guide readings allows the class to focus on a topic, and to permit myself as the instructor to guide the course on institutional issues that confront all cultures.
RESOURCES USED and where to find more information:			
Assignments	Grading and Course Requirements	Grading and Course Requirements	In spring 2023 the only changes I made are to

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

	<p>In the course there will be 3 exams, participation, and 2 short writing assignments. Each exam is worth 100 points, the writing assignments are worth 50 point each, and attendance and participation are worth 100 points. Thus, there are 500 possible points available for the course.</p> <p>All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p>	<p>In the course there will be 3 exams and 2 short writing assignments. Each exam is worth 100 points, and the writing assignments are worth 100 point each. Thus, there are 500 possible points available for the course. All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p>	<p>eliminate participation as a grading requirement, and increased the point value for the paper assignments. The best students are not always the most talkative, and the most talkative students are not always the best students. Focusing on the writing more allows me to apply the theories we learn to real-world issues, and emphasis on cultural concerns will be central to the essays this semester and future iterations of the course.</p>
	<p>Exam 1</p> <p>100 points</p> <p>Exam 2</p> <p>100 points</p> <p>Exam 3</p> <p>100 points</p> <p>Writing Assignments</p> <p>100 points</p> <p>Participation</p> <p>100 points</p>	<p>Exam 1</p> <p>100 points</p> <p>Exam 2</p> <p>100 points</p> <p>Exam 3</p> <p>100 points</p> <p>Writing Assignments</p> <p>200 points</p> <p><i>Exams</i></p> <p>The exams will cover any material from the previous exam through the day before the exam. They will be short essay</p>	

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

	<p><i>Exams</i></p> <p>The exams will cover any material from the previous exam through the day before the exam. They will be short essay exams. Each exam is worth 100 points.</p> <p>Short Writing Assignments</p> <p>At two times in the course, I will assign you a s (3-5 page) writing assignment on a topic relevant what we have studied. It will be due, typed, a w from the date it is handed out. Each assignment must answer the question asked and provide 5 external citations that are not from the textbook will discuss the writing assignments in more de in the second week of class.</p>	<p>exams. Each exam is worth 100 points.</p> <p>Short Writing Assignments</p> <p>At two times in the course, I will assign you a s (5 page) writing assignment on a topic relevant what we have studied. It will be due, typed, a w from the date it is handed out. Each assignment must answer the question asked and provide 5 external citations that are not from the textbook will discuss the writing assignments in more de in the second week of class.</p>	
RESOURCES USED and where to find more information:			
Activities	See Above	See Above	See Above
RESOURCES USED and where to find more information:			
Instructional Methods	<p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange.</p>	<p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange. Each class period has a question posed to help guide you in thinking about the topic being discussed that day.</p>	<p>The addition of daily questions to guide readings allows the class to focus on a topic, and to permit myself as the instructor to guide the course on</p>

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

			institutional issues that confront all cultures.
RESOURCES USED and where to find more information:			
Classroom Environment	Classroom is predominately lecture, with students at fixed seats. Students are encouraged to participate, and are informed that the classroom, while open for spirited debate, will not tolerate any sort of abusive language.	Classroom is predominately lecture, with students at fixed seats. Students are encouraged to participate, and are informed that the classroom, while open for spirited debate, will not tolerate any sort of abusive language	This has been my policy throughout my entire teaching career and won't change.
RESOURCES USED and where to find more information:			
Grading Policies	All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.	All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.	This is the same grading policy I've had for over twenty years. Students have the right to contest their grade, and seek redress if they are still dissatisfied.
RESOURCES USED and where to find more information:			
Learning Goals	Course Objectives <ul style="list-style-type: none"> Comprehend the scope and methods of field of American Government Learn to think analytically and critically about political events, institutions, policies and issues. Understand the political philosophies of framers of the Constitution and the nature and operation of the United States political institutions and processes under that 	Course Objectives <ul style="list-style-type: none"> Comprehend the scope and methods of field of American Government Learn to think analytically and critically about political events, institutions, policies and issues. Understand the political philosophies of framers of the Constitution and the nature and operation of the United States political institutions and processes under that 	Course objectives and student learning outcomes are drawn from the College's catalog.

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

	<p>Constitution as amended and interpreted and how these compare to other political systems.</p> <ul style="list-style-type: none"> • Become knowledgeable about the American political system in comparative perspective. <p>Student Learning Outcomes</p> <p>Students will be able to describe the major elements of the three branches of American government; evaluate how individuals participate in, and effect, political actions; and compare the ideas behind diverse types of government policies and their implications.</p>	<p>Constitution as amended and interpreted and how these compare to other political systems.</p> <ul style="list-style-type: none"> • Become knowledgeable about the American political system in comparative perspective. <p>Student Learning Outcomes</p> <p>Students will be able to describe the major elements of the three branches of American government; evaluate how individuals participate in, and effect, political actions; and compare the ideas behind diverse types of government policies and their implications.</p>	
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
<ul style="list-style-type: none"> • Seek-out, recognize, and address bias within the curriculum components.
<ul style="list-style-type: none"> • Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
<ul style="list-style-type: none"> • Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
<ul style="list-style-type: none"> • Highlight power dynamics, privilege, and historical oppression.
<ul style="list-style-type: none"> • Utilize multiple perspectives from different cultural groups.