

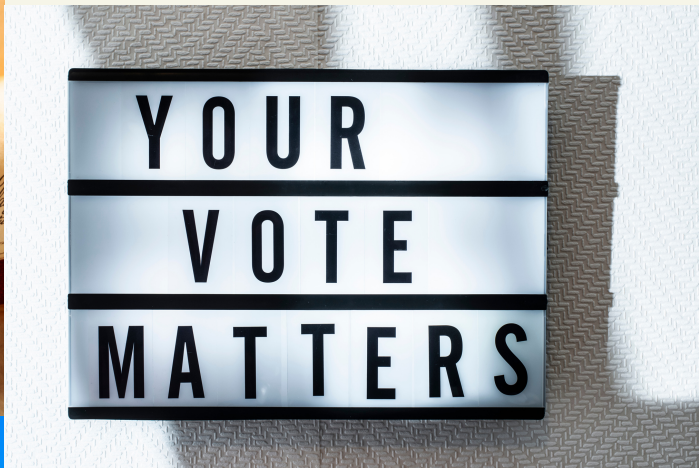


TEACHING & LEARNING SYMPOSIUM ON AMERICAN POLITICS & GOVERNMENT

Program Booklet Spring 2022

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Welcome! This booklet will introduce you to our symposium group, schedule, and goals. This symposium is geared toward creating resources for inclusion on APSA Educate, a platform for sharing teaching resources among APSA members.





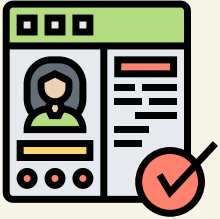
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5 Our cohort at a glance



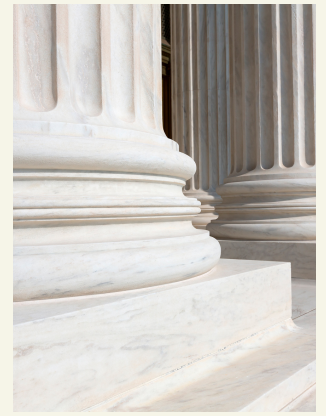
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Agenda



Our facilitators, Casey and Liz, will work to balance the working schedule below with the overall flow of the symposium and the needs of the participants. With that in mind, we may deviate from the agenda below. For reference, times below are listed in Eastern.

Friday (18)

- 11:45 am Zoom room will open (see p. 4)
- 12:00 pm Welcome from APSA
- 12:15 pm Speed networking (see p.4)
- 12:45 pm Break (30 mins)

Theme: Teaching critical civic skills

- 1:15 pm Presentation: Lanethea
- 1:35 pm Presentation: Andy
- 1:55 pm Presentation: Anne
- 2:15 pm Break (10 mins)
- 2:25 pm Presentation: Shannon
- 2:45 pm Presentation: Brian H.
- 3:05 pm Discussion: APSA Educate (10-min breakouts, 15-min group discussion)
- 3:30 pm Break (30 mins)

Theme: Motivating students through active learning

- 4:00 pm Presentation: Claire
- 4:20 pm Presentation: Terry
- 4:40 pm Presentation: Zach

Saturday (19)

- 11:45 am Zoom room will open (see p. 4)

Theme: Motivating students through active learning

- 12:00 pm Presentation: Nick
- 12:20 pm Presentation: Hassan
- 12:40 pm Presentation: RJ
- 1:00 pm Break (30 mins)
- 1:30 pm Discussion: Role of the intro course (10-min breakouts, 20-min group discussion)
- 2:00 pm Presentation: Katie
- 2:20 pm Presentation: Brian A.
- 2:40 pm Discussion: Expectations for next week, assignment to groups
- 3:00 pm Break (30 mins)
- 3:30 pm Initial meetings with small theme teams
- 4:15 pm Report out from initial theme team meetings, answer questions, plan for next Friday

Agenda

Friday (25)

- 11:45 am Zoom room will open
- 12:00 pm Theme teams meet to organize
- 12:50 pm Break (20 mins)

Theme teams present materials

- 1:10 pm Group 1
- 1:50 pm Group 2
- 2:30 pm Break (30 mins)
- 3:00 pm Group 3
- 3:40 pm Group 4
- 4:20 pm Wrap up, lessons learned, and suggestions for the future



Symposium 411

- **Pre-game fun:** Each day, the Zoom room will open 15 minutes before the Symposium officially begins. Join early to listen to a playlist of your colleagues' favorite current songs, chat informally, and participate in trivia.
- **Speed networking:** You'll be randomly placed into a breakout room with one other person to discuss one question for 4 minutes (total). Those questions *might* be:
 - If you could've worked on any presidential campaign in history, which one would you choose and why?
 - You're gifted with the ability to return in time to any moment and place in American history. Where and when do you choose and why?
 - What's your favorite day in your intro to American government/politics class and why?
 - Describe the best teacher you've ever had--what did they do that was so exceptional and/or memorable?

Group discussion topics

- **Friday (18) discussion about Educate:** There are so many teaching resources available for Intro to American politics. What would make APSA Educate most useful to you? What should we, collectively, aim to produce this week?
- **Saturday (19) discussion about the intro course:** What role does the Intro to American Politics / Government course play in the disciplinary curriculum? In a general education curriculum? In American civic education? What are the implications of these roles? Is there content we're missing?

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Our cohort



Casey Dominguez
Co-facilitator



Liz Norell
Co-facilitator



Claire Abernathy



Hassan Afzal



Brian Alexander



Zach Baumann



Andy Bloeser



Anne Gillman



Terry Gilmour



RJ Groh



Brian Harrison



Nick Kapoor



Shannon McQueen



Lanethea Mathews



Katie Zuber



Casey Dominguez (she/her)
Co-facilitator
University of San Diego

Favorite: Political knowledge & media

Least favorite: Federalism

Research foci: Party coalitions and party networks, primary elections, and constitutional war powers.

Why I'm participating: I love teaching students about American politics! My vocation is helping students develop political knowledge, a sense of political efficacy, and the civic skills to participate meaningfully in democratic life. There are many challenges to achieving these learning outcomes at the Intro level, and the last few years have raised questions about how best to help students achieve these goals while grappling with the serious challenges being posed to democracy and civic education itself. I'm honored and excited to be able to participate in discussions this month with other passionate educators and hopefully create some meaningful resources for others devoted to this work.

How the intro course fits in at my school: Required for Political Science majors, International Relations majors, Environmental Science majors, and satisfies a Social science Inquiry core requirement.

Songs on repeat:

- We Don't Talk About Bruno (*Encanto*)
- Take Five (Dave Brubeck)
- Unwritten (Natasha Bedingfield)



Liz Norell (she/her)
Co-facilitator
Chattanooga State Comm Coll

Favorite: Public opinion

Least favorite: Federalism

Research foci: Political psychology, pedagogy/SOTL, polarization

Why I'm participating: Facilitating community and the exchange of teaching practices/ideas are among my favorite things in the world! I'm thrilled to be a part of this symposium and look forward to learning from each of you. My hope is that we'll leave this time together rejuvenated, feeling connected as a group, and ready to inspire another generation of students to engage with and learn from one another in civil ways.

Meeting pet peeve:

I get irritated when participants seem oblivious to the fact that others want to chime in. (But I'll admit I sometimes do this, too.)

How the intro course fits in at my school: As a community college, our intro American Government course serves as a gen ed option in the social/behavioral sciences area. It is required of those intending to pursue political science, social work, education, and paralegal degrees. Roughly half of our intro students annually are dual-enrollment students (the course is required in TN to graduate high school, as is a civics test).

Songs on repeat:

- This Is Me (*Greatest Showman*)
- She'd Say (Andy Grammer)
- One Less Day (Rob Thomas)



Claire Abernathy (she/her)
Stockton University

Favorite: Civil rights (esp. voting rights)

Least favorite: Media

Research foci: Representation in Congress, civic education

My presentation abstract:

I will share the Congress simulation model that I integrate into my Introduction to American Politics course. Students act as Senators in an in-class legislature to draft, debate and pass policy proposals. In a debriefing discussion after the simulation, students critically reflect on what their experience as in-class Senators reveals about the legislative work of Congress.

How the intro course fits in at my school:

Introduction to American Politics is required for all Political Science majors. As a liberal arts institution, our students have to take a certain number of credit hours outside their majors. While all our majors take the course, the majority of students in Introduction to American Politics are non-majors from a wide range of disciplines. In my view, this makes the course even more important as it may be the one opportunity to introduce students who are largely disinterested and unengaged in politics to the practices and possibilities of active democratic citizenship.

Songs on repeat:

- Well, I have a ten-month son so nearly all my music these days is whatever songs his toys play (over and over and over and over).
Haha!



Hassan Afzal (he/him)
Kent State University

Favorite: Interest groups, public opinion, political ideology, media

Least favorite: None!

Research foci: Global health crises, public health, social policies

My presentation abstract:

I want to share my techniques of real-time data analysis that could be done in 40 minutes efficiently and concisely during a class session. I would love to share my resources with everyone to facilitate fact-based and data-driven knowledge among us and reduce the detrimental impacts of misinformation and perceived notions about policies and individuals.

How the intro course fits in at my school:

Most of my students come from different disciplines, majors, political understanding, and social exposure. My job is to create an equitable and accessible academic environment for everyone to feel safer, included, and appreciated in that learning environment. It is a prestigious and meaningful job responsibility, and I aspire to do better and be more mindful and inclusive of our youth and young learners.

Songs on repeat:

- I Got a Feeling (Black Eyed Peas)
- That's What I Want (Lil Nas X)
- Tamally Maak (Amr Diab)
- Cheap Thrills (Sia)
- Esho Bristy Namai (Habib Wahid)



Brian Alexander (he/him)
Washington & Lee University

Favorite: Interest groups & lobbying

Least favorite: None - I like them all

Research foci: Congress/legislative norms, parliamentary procedure, political theory

My presentation abstract:

"Hell Week in American Government: Covering the Basics So We Can Get to the Big Stuff," which is my approach in teaching Intro to American Govt. After three weeks of covering the political theory behind American government and theories of justice, I spend 5 classes cramming a lot of the stuff from AP Govt - basics on institutions, textbook stuff, etc. - followed by a test. Then, we use the remainder of the term discussing how power and justice play out in pressing issues of the day (everything from climate change to the Electoral College). In short, I try to answer what is the best way to cram the basics of American government, then teach students how to use that knowledge.

How the intro course fits in at my school:

Intro to American National Government, our POL 100, is a required course for the major, and a widely popular general education requirement taken by students across the university.

Songs on repeat:

- KPM 100 Series green sleeves
- *Harold & Maude* soundtrack
- EDM



Zach Baumann (he/him)
Nebraska Wesleyan University

Favorite: Campaigns / elections

Least favorite: Constitution

Research foci: State politics and policy

My presentation abstract:

The section of Introduction to American National Government and Politics I teach most frequently requires students to reflect on democratic principles and is dominated by those seeking to fulfill their first-year writing requirement. I developed a portfolio project submitted in stages over the semester and reviewed by peers and myself to accomplish these goals. Students evaluate democracy and its role in American politics, how the national government institutions operate, and how people become informed about politics and its operation. More specifically, they evaluate how democracy is manifest in American politics, develop strategies for accomplishing a policy objective, create a plan for navigating and consuming political news, and identify how they will participate in American politics, among other things.

How the intro course fits in at my school:

Introduction to American National Government and Politics serves as an entry point for majors and minors who acquire the necessary background knowledge to move into higher-level American politics classes. Within the general education curriculum, we offer at least one section designated as first-year writing and another with a focus on civic engagement. Our institution has several interdisciplinary minors, and Introduction to American National Government and Politics is required for those pursuing the democracy thread.



Andy Bloeser (he/him)
Allegheny College

Favorite: Social movements & community organizing

Least favorite: Federalism

Research foci: Collective action, civic engagement

My presentation abstract:

We live in a moment when many citizens express concern about whether their democracy will recognize their basic rights as citizens and human beings. My approach as a teacher has begun to focus students' attention on the concept of solidarity by doing "slow, close readings" of texts by political theorists. I ask students to analyze the strategies used by the Civil Rights and Black Lives Matter Movements, which have attempted to build coalitions involving people of different races and social classes. My contribution to this symposium will be to open a discussion about how focusing on solidarity can help students identify opportunities to address the needs of particular groups while also making democracy itself stronger.

How the intro course fits in at my school:

Political science is the fourth largest major on campus and the introduction to American Politics course is fundamental for majors and minors. We have begun to incorporate more political theory into the introduction to American politics course as a means of engaging students with questions about power, democratic rights, and democratic responsibilities.

Songs on repeat:

- Bread and Roses (Bronwen Lewis)
- The Weight (The Band featuring the Staples Singers)
- Gone for Good (Samantha Fish)



Annie Gillman (she/her)
American River College

Favorite: Legislative branch

Least favorite: Judicial branch

Research foci: Quite broad, but deeply concerned about the decline in trust, misinformation, and the role of political science to address this crisis

My presentation abstract:

A significant portion of the US population believes the last presidential election was fraudulent, according to recent polling data. Civic engagement is a long-time goal of political science, yet such engagement presumes that "the people" can access reliable information on which to base decisions. Many of my students withdraw from politics not out of apathy, but because they distrust their own decision-making capacities in a "he said/she said" world. I seek to share a week-long teaching module I have developed for both in-person and online Introduction to American Government courses, entitled "Epistemology: How We Know What We Know." The module is designed to equip students with both the skills and confidence to evaluate political information.

How the intro course fits in at my school:

At American River College, we typically offer 17 sections of Introduction to American Politics (POLS301) each term, serving approximately 800 students. Overall, POLS 301, taken as a GE requirement, is often the only political science course our students experience.

Songs on repeat:

- My Own Drum (Vivo)
- You're So Vain (Carly Simon)
- As I Am (Paper Bird)



Terry Gilmour (she/her)
Midland College

Favorite: Civil rights & liberties

Least favorite: None

Research foci: Scholarship of Teaching & Learning (SOTL)

My presentation abstract:

Active learning is gaining in popularity. Students need to take more responsibility for their own learning; doing so strengthens deeper learning. Two years ago, our department received a grant to create an active learning classroom on our campus. Students take ownership of their learning through meaningful activities. This allows students to engage with the content, with the goal of having a deeper understanding of the material. I will share the active learning classroom and the types of strategies used to create more student engagement.

How the intro course fits in at my school:

I teach at a community college in the state of Texas. There are two required government courses in the core curriculum for all public colleges and universities in Texas -- one course in American government and one course in Texas government.

Songs on repeat:

- Adele
- Coldplay
- Lady Gaga



RJ Groh (she/her)
University of Tennessee Chattanooga

Favorite: Foreign policy, electoral systems

Least favorite: Congress

Research foci: Comparative politics, especially forced migration, womens/childrens rights

My presentation abstract:

Global migration flows and the mass exodus of people fleeing their homes (forced migration) for the United States has created a complex web to discuss. Inside the classroom, I provide students with the theory behind forced migration and the resulting policies through a curation of texts and articles freely available to registered students. I turn to a number of first hand-documentaries showcasing different aspect of immigration policy and politics and humanity. These documentaries, together with literature, allow us a basis for a Socratic discussion.

How the intro course fits in at my school:

I was hired to teach general education courses focusing on American Politics and Comparative Government. Nearly all students who attend my institution will have to pass through at least one political science course, if not more.

Song on repeat:

- La Belle et Le Bad Boy (MC Solaar)



Brian Harrison (he/him)
Carleton College

Favorite: The presidency

Least favorite: Bureaucracy

Research foci: Political communication/media, political psychology, LGBTQ rights, experimental methods

My presentation abstract:

In an era marked by elite polarization and issue polarization, contrasted with the extraordinary increase in support for LGBTQ people in this country, the political science classroom has enormous potential. Not only can political scientists attempt to limit the effects of elite and issue polarization, they can identify ways in which students of all backgrounds are similar to further acceptance and understanding. Political scientists and students can be the agents of change in breaking down barriers and encouraging students to talk to each other, particularly with those with whom they may disagree.

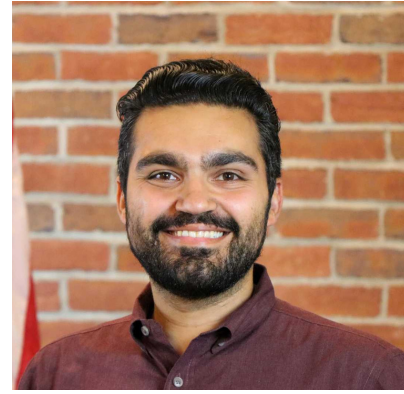
How the intro course fits in at my school:

Our course is called Politics in America: Liberty and Equality. It is a foundational course in the department to address the breadth and depth of American political culture and life, particularly through the lens of liberty and equality. It fulfills general requirements for Social Inquiry, Intercultural Domestic Studies, and Quantitative Reasoning Encounter and is expected to be writing intensive.

Songs on repeat:

- Easy On Me (Adele)
- Now I'm In It (Haim)
- All Too Well (Taylor Swift)

Yes, I'm basic -- deal with it. :-)



Nick Kapoor (he/him)
Fairfield University

Favorite: Civil rights

Least favorite: The founding

Research foci: LGBTQIA+ politics, redistricting & gerrymandering, SOTL in political science

My presentation abstract:

In all of my courses, I feel students itching to get out of their seats and do something. I feel students wanting the material to come alive in an authentic way. Active learning and simulations are a great way to bring an Introduction to American Government course to life. I run a mock presidential election, a mock Congress, and a mock Supreme Court, and a headline simulation -- all of which I'd like to present on. Our Introduction to American Government course benefits from more active learning design, as in some cases, students who are not political science majors may be in the course and might need some extra motivation to engage with the material.

How the intro course fits in at my school:

Introduction to American Politics is a core elective. It is required for some majors and minors, but generally is a survey course for freshmen and sophomores in the same vein as other introductory social science courses.

Radio station on repeat:

- Top 40



Shannon McQueen (she/her)
West Chester University

Favorite: Public opinion, polarization, groups

Least favorite: Institutions (especially Congress)

Research foci: Gender, state politics, identity politics

My presentation abstract:

How can music help elucidate American Politics?

In an introductory American Politics course, I incorporate music each week to connect to the overall course topic. At the end of the semester, students have their own opportunity to find and analyze a song that connects to American Politics class concepts, developing critical thinking skills and demonstrating knowledge of class content. Analyzing lyrics assisted in both analysis skills and skills finding textual evidence. Furthermore, this musical theme helped build our class community, as we developed a group playlist of related songs, and discussed our personal and political connection to music.

How the intro course fits in at my school:

Teaching American Politics is part of my teaching rotation, and part of the requirements for political science majors at West Chester University. Additionally, American politics fulfills a general education requirement for non-majors, resulting in a mix of students taking this course for credit.

Songs on repeat:

- Good Good Day (Lady Bri)
- Cold Heart (Elton John and Dua Lipa)



Lanethea Mathews (she/her)
Muhlenberg College

Favorite: Federalism, Congress, political participation & voting

Least favorite: The founding

Research foci: Political institutions, political development, political behavior, and gender

My presentation abstract:

Conventional approaches to teaching introductory undergraduate courses in American government emphasize political knowledge for good reason: Civic education is linked to healthy democracies and participatory citizens; troubling numbers of Americans lack basic knowledge about government. Nonetheless, the SoTL is increasingly attentive to the significance of applied knowledge and to the development of students' capacities and skills as important compliments to knowledge. Given this, I am thinking about how to organize my introductory course less around what students should know, and more around what students should be able to do. This is both a substantive emerging area in the SoTL related to American politics—moving from political knowledge and civic values to political skills—and an area in which I'm working to develop teaching resources.

How the intro course fits in at my school:

Introduction to American National Government is both a requirement for students pursuing the political science major and a course that satisfies a social science distribution requirement for all students in the College's General Academic curriculum.

Songs on repeat:

- Face Down In the Moment (Nathaniel Rateliff & the Night Sweats)
- Music of The Band
- Cold Heart (Elton John and Dua Lipa)



Katie Zuber (she/hers)

CUNY John Jay College of Criminal Justice

Favorite: The founding, American political culture, Congress

Least favorite: Political parties, interest groups, and social movements (too much info, too little time!)

Research foci: Public support for government, especially opioid policy

My presentation abstract:

I will present on the implementation of Team-Based Learning (TBL) as an instructional strategy in American politics courses. The philosophy behind team-based learning is that students learn best from actively engaging in small groups and applying knowledge to solve real world problems. The majority of class time is spent completing group assignments that require students to make and defend choices using their knowledge of the material. Team-based learning reduces the amount of passive lecturing in the classroom, increases the amount of student-to-student engagement, and builds a supportive classroom community. I will present specific strategies and sample assignments that I have developed for my own courses and offer critical reflections and feedback from students.

How the intro course fits in at my school:

American Government & Politics is an introductory course in the political science and law and society majors at John Jay College, as well as a general education option. It fulfills the U.S. experience in its diversity flexible core requirement and is incorporated into the requirements of other majors such as criminology and deviance, crime, and culture.

Songs on repeat:

- The Only One (Elle King)
- Fur Elise Jam (The Piano Guys)

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As a reminder, following the conclusion of our symposium, all participants will be expected to contribute to a post-symposium teaching resource that will be made available to other APSA members.

Some examples of a teaching resource include:

- Detailed instructions for a community engagement project;
- In-class exercises and assignments;
- Resource toolkits (a collection of materials—videos, news pieces, etc—related to one topic);
- Simulations and games;
- Social media projects.

A blog post describing a teaching challenge or summarizing an experience or relevant research or resources is also appropriate.

Final versions of the teaching resources should be uploaded to the Google folder or emailed to an APSA staff symposium facilitator by May 1.

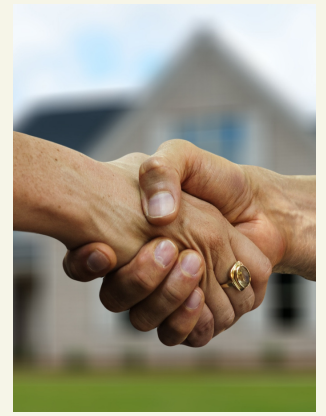


Essentials

Pet peeves

We've summarized the cohort's professional meeting pet peeves below. Review these before our sessions so we can ensure a positive experience for all.

- Microphone issues that make it difficult to hear someone when they're talking.
- As our time is limited, be mindful that no one person is dominating the conversation.
- When someone's allowed to ramble on without any curation or purpose and no one cuts them off to move on.
- People talking in absolutes as if their preferred method is the best method that has ever existed and will ever exist.
- A jam-packed schedule that doesn't allow time for follow-up discussions.
- I like free-wheeling discussions. However, I am sometimes frustrated when conversations lose their focus.
- Some interrupting is OK--it can signal that people are really engaged. But too much hinders the flow and steps on people.
- I worry a bit about free-rider problems linked to the group work between the weekends of the symposium.
- It's nice to know how organizers want you to interact--do they want you to jump in via audio, to type in chat?
- If a meeting or session is scheduled to end at a given hour to afford time for a break, I would like it to end then. As in a musical piece, the rests are important.



Links & resources

- Spotify playlist: <https://open.spotify.com/playlist/Oni3aqBNQLacjzPoAm8FBW?si=adc25187531548e8>
- Google Drive (for sharing 1-page summaries): <https://drive.google.com/drive/folders/1ib1HxWTicSwGlax7iXrTl5l-iZRAekjC?usp=sharing>
- Slack workspace: https://join.slack.com/t/apsanetworkspace/shared_invite/zt-14uc6x3lj-W9gt60bmMOxpzWflfunlxA
- Zoom link: <https://us06web.zoom.us/j/87687666644?pwd=R1BtOUd5QW1veEE0bzdRemtwSnVWUT09>
Meeting ID: 876 8766 6644
Passcode: 107246
- APSA Educate: <https://educate.apsanet.org/>

