

SPECIAL ALERT:

The State of California is in the midst of a severe economic downturn, which is contributing to an unprecedented State Budget Crisis in the California State Legislature. To resolve this Crisis, the State Government has made deep cuts in tax-funded programs, of which San Jose State University—as part of the California State University system –had been a major recipient, getting 85% or more of its budget from tax dollars in the past. San Jose State’s shortfall will be as much as a \$40 million this year alone.

CSU’s most current cut of \$585 million has come on the heels of recent earlier cuts to the CSU budget. These are now totaling \$1.5 billion in fewer tax dollars out of a total \$4 billion operating budget. To partially make up this shortfall, student tuition has increased 100% since Governor Schwarzenegger took office; in addition, another 32% tuition hike has been authorized for this coming academic year alone. Student enrollment has also been restricted, with 3000 fewer students admitted to SJSU for 2009/10.

Instruction for Fall 2009 had already been cut, with fewer classes and sections available, and some faculty not re-hired. Faculty have also agreed to a CSU administration request for a 2 day a month furlough – or work reduction – for the coming academic year. This translates to a 9% to 10% pay reduction and means that legally speaking all faculty must reduce their workload by that amount. Some of the furlough will be taken during general campus closure days over the year, which the campus President will determine. The rest of the workload reduction is up to instructor discretion, and in this class will be reflected primarily in the class assignments.

While faculty are committed to providing students the highest quality education they can deliver, students must understand that faculty will only be able to deliver 90% of their usual service and that students will have to work HARDER themselves to get the most out of their education.

Please share this information with family, friends and co-workers so that we Californians can properly understand what is happening to our highly esteemed California State University system – on which all Californians depend. With concerted effort, we can restore this precious public resource to its rightful place as the engine driving the California economy, and a place where we can make our own personal hopes and dreams come true.

San Jose State University

Introduction to American History and Government
History/Political Science 15A, Fall 2009
Dudley Moorhead Hall (DMH) Room 150
MW: 1330-1445

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Tues: 1500-1700
Wed: 0800-1000
or by appointment

Required Books

POLITICAL SCIENCE:

Edwards/Lineberry, *Government in America, 10th Brief* ed. Required.

Lappe, *Getting a Grip*. Required.

Dorabji, *Betrayal*, 13th ed. Required.

Gerston, *California Government and Politics*, 9th ed. Required but used mainly in 15B

Hill, *Ten Steps to Repair American Democracy*. Required but used mainly in 15B

HISTORY:

Alan Brinkley, *The Unfinished Nation*, fifth edition

Description of the Course

History/Political Science 15A/B is a two-semester, team-taught course. When taken in consecutive semesters and taught by the same instructors, the 15A/B sequence fulfills the University's **American Institutions requirements** for U.S. History, U.S. Constitution, and California State Government. Upon completion of the sequence, the student also will receive **six units of General Education credit in Comparative Systems and Social Sciences**. The entire sequence must be completed to fulfill the requirements; **either semester alone will satisfy none of the graduation requirements** (other than three units of elective credit). A student who already has taken Political Science 001 or Political Science 101 should not take the 15A/B sequence, for those two courses already satisfy part of the American Institutions requirements. Those courses may be paired with History 170 to satisfy the American Institutions requirements.

Student Learning Objectives, Writing Proficiency and Critical Thinking Skills

In this course, you will learn to analyze social and political events, relate them to their historical foundations, and recognize the many elements that make up our diverse society. By the end of the two-semester sequence, you will be able to identify the key events and issues that formed our nation and be able to explain how they relate to current political, social, and economic problems, issues, and institutions. Because History/Political Science 15A/B involves multi-disciplinary material, you will learn to draw from several sources for information. During the course of the two-semester program, you will complete writing assignments and examinations with a strong essay component. You must demonstrate college-level writing and critical thinking skills, part of which will come through at least 1500 words of original writing which must conform to the requirements of the History and Political Science Departments for style, language, and format as described to you by your professors.

American Institutions Graduation Requirements

To fulfill the requirements for U.S. History, students will consider the principal events, developments, ideas, politics and international relations in all the territories now in the United States from the beginnings of this society until the present. Included within the study of these themes will be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and pattern of race and class relations from the period of European colonization to the present. To fulfill the requirements for U.S. Constitution and California Government, students will study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they will recognize:

- 1) 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. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
- 2) The links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students will also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and
- 3) The operations 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.

Students will also demonstrate:

- 1) An understanding of tools of political action and collective decision making at the local, state, national, or global level; and
- 2) The ability to articulate the values and assumptions that inform their civic engagement.

Students will demonstrate their fulfillment of these objectives through their performance on weekly quizzes, essay exams, and assigned papers.

General Education Requirements in the Social Sciences: D2 & D3

Students will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students will be able to:

- 1) Place contemporary developments in cultural, historical, environmental, and spatial contexts;
- 2) Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;
- 3) Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

For Comparative Systems, Cultures and Environments (D2) students will compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

For Social Issues (D3) students will apply multi disciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

Students will demonstrate their fulfillment of these objectives through their performance on weekly quizzes, essay exams, and assigned papers.

Course Content for the Fall Semester–History

This course is intended to familiarize students with their nations's history so that they may function responsibly and knowledgeably in the decision making process of our democratic society. Ideally, this will help students to participate in America's political culture and maximize the benefits of their citizenship. Throughout the course we will examine the pluralist nature of American society and emphasize the roles of women, immigrants, and other "minorities" in the shaping of America. As we look at the varied perspectives of people throughout the unfolding of our history, we will examine the choices and options available to them and the consequences of their decisions. Thomas Jefferson two centuries ago insisted that, to be good citizens, Americans must be well informed. Therefore, students should read every day, at minimum, the news section of a decent daily newspaper.

By the end of your two semesters with us, you will have considered how the United States evolved from its earliest beginnings to its current position as a great world power. This semester you will examine such topics as the First Americans (American Indians), European colonization, the American Revolution and the Early Republic, territorial and economic expansion, the Civil War and Reconstruction. Through a multi cultural lens, you will analyze gender relations and the history and experiences of racial groups, ethnic minorities, and societal classes. As you study the creation of America's culturally diverse society through the constant impact of immigration, you will be challenged to explain why diversity in America has so often been expressed in recurrent cycles of confrontation and cooperation.

Course Content for the Fall Semester–Political Science

The Political Science component of this course will introduce you to government through the study of values and political institutions in California and in the greater United States. A central element will be to trace the evolution of American society to its place as a "representative democracy" within the modern industrial State. We will devote considerable attention to the political process as it has developed from important underlying political theories to evolving and

increasingly democratic institutions. We will investigate the impact of social and political participation in the United States and California from a multi cultural perspective, including the interaction between civil rights, civil liberties, and linkage institutions. We will cover the development of public opinion, gender relations, political campaigns, interest groups, political parties, and the process of policy formation and implementation. Fundamentally, the course will encourage critical thinking about political issues and values and their implications for the American political system.

General Course Content

Throughout the course we will consider principal events, personalities, developments, ideas, politics and international relations in all the territories now part of the United States from the beginning of American society until the present. Specific themes will include:

- Colonialism and the mixing of cultures
- Race, ethnicity and slavery
- The American Revolution
- Creation of the New Republic
- Territorial expansion
- Economic and industrial development
- Social movements
- Family life
- Civil War and Reconstruction
- Foreign relations
- Populism and Progressivism
- The Great Depression
- The New Deal
- Organized labor and labor relations
- Wars and internal conflicts
- Civil liberties
- The Civil Rights Movement
- The Women's Movement
- Free Market principles and policies
- Immigration, ethnicity and opportunity today
- Institutionalized distrust of government
- America's role in globalization

Evaluation and Grading Standards

This is an integrated course composed of lectures, reading assignments, discussions, quizzes, and essay examinations. The structure of the course is primarily lecture, with the precise format dependent upon the day's topic. Student questions and impromptu discussion are always welcome, time permitting.

Students are not graded on a curve, but in absolute terms. Your final grade for the semester will be a combination of two separate grades (one for history and one for political science), each weighted at 50% of the total grade.

Example:	Political
Science grade percentage:	
	75%
	History grade
percentage:	<u>83%</u>

percentage: **Course grade**
79%

POLITICAL SCIENCE EXAMS AND ASSIGNMENTS:

You will write a substantial **two-page paper** (100 points) analyzing the assigned book by Frances Lappe. You will also take a **100-point midterm**. Your last assignment will be to evaluate the level of equality present in an historical document -- The U.S. Constitution -- whose political framework still governs us today (100 points). At semester's end you will take a **100-point Political Science final exam** which is comprehensive in nature. All these assignments will require significant scholarly research and/or reading, and a college-level ability to do critical analysis based on this scholarly data and information. Together, these assignments will constitute 400 points, which is one half of your course grade:

Political Science Book Analysis Paper	(Sept 30)	100 points
Political Science Midterm	(Nov 9)	100 points
Political Science Equality Assignment	(Dec 7)	100 points
Political Science Comprehensive Final	(Dec 14)	100 points

HISTORY EXAMS AND ASSIGNMENTS:

You will be required to take two midterm exams and one final exam. Each exam will comprise of 50 multiple-choice questions worth 2 points each. The final exam may include an essay portion in addition to the multiple choice questions. The final exam will NOT be comprehensive; it will cover only the material discussed or assigned in the last section of the course.

Point percentages for history assignments are as follows:

Midterms (2)	100 points each	200
Final	100 points	100
TOTAL		300 = 100%

There will be **NO** make-ups for papers, midterms and final examinations unless the student provides a compelling reason with appropriate written substantiation, with the request given and agreed upon or denied **BEFORE** the examination. There will be **NO** make-up for quizzes unless the student is on official University business (e.g. athletic competition) and the instructors are officially informed by University officials beforehand.

Academic Integrity

Any episode of academic dishonesty will result in an automatic F for the assignment or the course and the student will be referred to the appropriate campus official. Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy 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 policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Letter grades will conform to the following ranges and expectations: "A" range: 90-100%; "B" range: 80-89%; "C" range: 70-79%; "D" range: 60-69%; F: 0-59%.

The following expectations guide your professors as they assign numerical and letter grades to your essays and quizzes:

“A” range: Well organized; demonstrates thorough understanding of the material, and is written at a college level, free of grammatical and spelling errors. Addresses all the elements contained in the question/assignment.

“B” range: Well organized; demonstrates an understanding of the material, and is written at a college level, largely free of grammatical and spelling errors. Addresses at least 80% of the elements contained in the question/assignment.

“C” range: Shows problems with organization, and indicates incomplete understanding of the material. Writing is not at a college level and has several grammatical and spelling errors. Addresses at least 70% of the elements contained in the question/assignment.

“D” range: Disorganized, shows only marginal grasp of the material, and is replete with grammatical and/or spelling errors. Addresses at least 60% of the elements contained in the question/assignment.

“F” range: Lacks organization, shows no understanding of the material, and is written at a high school or lower level, characterized by numerous grammatical and/or spelling errors. Addresses fewer than 60% of the elements contained in the question/assignment.

Special Evening Don Edwards Lecture

You will be expected to attend two outside events: prospective 2010 California Republican gubernatorial candidates Tom Campbell on September 15, and Steve Poizner on October 14 at 7 pm in Morris Dailey Hall. These presentations are part of the Don Edwards lecture series, named in honor of the outstanding former South Bay Congressman. Attendance is mandatory; in exchange, you may be excused from a class meeting at a date to be determined; you can use these lectures towards the total of 10 extra credit offered by Prof Dorabji, by writing up a summary for EACH of the talks. Information from this lecture may end up on quizzes, or exams, or a term paper. Note: the lecture will be videotaped and made available in the Instructional Resource Center (IRC) for those who have scheduling conflicts.

Campus policy in compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructors as soon as possible, or see us during our office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

Reading Assignments and class calendar

THIS CLASS IS READING INTENSIVE; ALL READINGS SHOULD BE COMPLETED AT THE TIME OF CLASS.

Week one: 8/24 + 8/26/09 - Course Introduction/ History

Mon: The Meeting of Cultures: the Americas—Read Brinkley, Chapter 1

Wed: The Meeting of Cultures: Europe
Transplantations and Borderlands—read Brinkley, Chapters 1 and 2

Week two: 8/31 + 9/02/09 – Political Science

Reading: *Dorabji, chapter 1

*Edwards, chapters 5 and 16

Lecture: What do Americans believe in? See Handout, end of syllabus
What is Power and who has it?

Week three: 9/07 + 9/09 History

Mon: **LABOR DAY—NO CLASS**

Wed: Society and Culture in Provincial America:
The Empire in Transition—read Brinkley, chapters 3 and 4

Week four: 9/14 + 9/16/09 – Political Science

Reading: *Hill, pp. ix-16 **ASSIGN PAPER ON LAPPE BOOK**

*Edwards, chapter 1

Lecture: Power Analysis, cont.
Discussion of Democracy and Equality; Survival Analysis

Assign #1: Read Lappe's book **Getting a Grip*. Write a two page paper which answers the following questions: What is Lappe's definition of democracy and how does it differ from the definition of democracy you see being practiced around you? How could using Lappe's definition change the way Americans might live? What changes can you envision -- especially for, but not limited to your immediate community -- to make people's lives better? **Due Sept. 30.**

Week five: 9/21 + 9/23 – History

Mon: The American Revolution—read Brinkley, chapter 5

Wed: **MIDTERM #1 (CHAPTERS 1-5)**

Week six: 9/28 + 9/30/09 - Political Science

Reading: *Edwards, chapter 2. **SEPT 30: PAPER ON LAPPE BOOK DUE**

Lecture: Political analysis of US history to help explain contemporary culture.

European Enlightenment , English industrialization and America's birth

Due: #1 **Paper on Lappe book is due Sept 30**

Week seven: 10/5 + 10/07/09 – History

Mon: The Constitution and the New Republic—read Brinkley, chapter 6

Wed: The Jeffersonian Era—read Brinkley, chapter 7

Week eight: 10/12 + 10/14/09 – Political Science

Reading: *Dorabji, chapter 3 and Edwards, chapter 5 as review
Lecture: Enlightenment in Europe leads to birth of America
Birth of America: legacy of slavery

Week nine: 10/19 + 10/21/09 – History

Mon: FURLOUGH DAY—NO CLASS

****you are responsible for the material in Brinkley, Chapter 10****

Wed: Varieties of American Nationalism—read Brinkley, chapter 8

Week ten: 10/26 + 10/28/09 - Political Science

Reading: *Edwards, chapter 2, & pp 44, 61, 331, 332 (Electoral College)
Lecture: Legacy of English Heritage on US politics: American Revolution
Agenda at Philadelphia: Madisonian Model

Week eleven: 11/2 + 11/4/09 - History

Mon: Jacksonian America—read Brinkley, chapter 9

Wed: MIDTERM #2 (CHAPTERS 6-10)

Week twelve: 11/9 + 11/11/09 - Political Science

Reading: *Edwards, chapter 2 cont
Lecture: Creation of the Constitution: voting, restrictions by race, class, and gender.
Economic Interpretation of the Constitution: model for capitalist
Industrialization

Assign #2: Midterm due Nov. 9

*****WEDNESDAY, NOVEMBER 11—VETERANS DAY—NO CLASS*****

Week thirteen: 11/16 + 11/18/09 - History

Mon: Cotton, slavery and the Old South—read Brinkley, chapter 11

Wed: Antebellum Culture and Reform—read Brinkley, chapter 12

Week fourteen: 11/23 + 11/25/09 – Political Science

Reading: *Edwards, chapter 4 **HAND OUT EQUALITY ASSIGNMENT**

Lecture: Bill of Rights, Then and Now

Assign #3: This assignment assesses the level of equality established under the original Constitution as it came out of Philadelphia in 1787. Using the definition and discussion of equality as it was presented in lecture in week four, evaluate the various ways equality is supported or hindered by the Constitution. You will evaluate both the presence and absence of equality socially, economically and politically. **DUE DEC 7**

Week fifteen: 11/30 + 12/2/09 – History

Mon: The Impending Crisis—read Brinkley, chapter 13

Wed: The Civil War—read Brinkley, chapter 14

Week sixteen: 12/7/09 - Political Science

Readings: *Edwards, chapter 3 **EQUALITY ASSIGNMENT DUE DEC 7**

Lecture: Federalism

Assignment on Equality due Dec. 7.

Wednesday, December 9: DEAD DAY—NO CLASS

History and Political Science FINAL
MONDAY, DECEMBER 14: 1215-1430
DMH 150

- History Final covers chapters 11-14
- Political Science Final is comprehensive for both PS lectures and reading assignments.

PoliSci 15A Handout

VALUES AND IDEALS AMERICANS BELIEVE IN TODAY:

- 1) Freedom and equal worth of the individual; rights of the individual are protected and glorified over the group; democracy.
- 2) Reliance on the self
 - a) distrust of government and group effort
 - b) free market economy and competition
 - c) freedom of choice in action and opportunity
 - d) triumph of personal, romantic love over family love
- 3) Happiness comes from material accumulation, gained from tapping into progress or changing technologies, especially when connected to science and rational thinking; upward mobility (having more than your parents).
- 4) Materialism and a “better” life are possible for everyone through hard work because there are abundant if not exactly equal opportunities. Failure is due to personal weakness.
- 5) Success come from a belief that anyone can be anything he wants if he:
 - 1) relies on himself
 - 2) takes advantage of the high level of opportunity
 - 3) harnesses the abundance of natural resources
 - 4) uses modern scientific methods to dominate nature
 - a. education c. science
 - b. technology d. change as progress
- 6) Until the 1970s these mainly economic goals were directed specifically at the half of the population that was male. The female half was expected to marry well and achieve material well-being indirectly through her husband. Likewise, her husband was not expected to single-handedly achieve his goals on his own. He was to be the breadwinner for at least his wife and children, and they were to support him in the domestic arena. Although extended family living had been replaced by nuclear family earlier in the 20th century, individualism did not become "the one" until the 1980's and 1990's. Young people in their twenties today are the first generation expected to live out their lives individually, succeeding or failing with minimal family/societal/governmental support.