

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.

HISTORY/POLITICAL SCIENCE 15A
SYLLABUS
FALL 2009, SECTION 7
Tuesday/Thursday 10:30 AM
DMH 150

INSTRUCTORS and OFFICE HOURS

Prof. Rob Cirivilleri

Office: DMH 141

Office Hours:

Tues: 1500-1700

Thurs: 0800-0900

Or by appointment

Phone: 924-5540

Email: rcirivil@email.sjsu.edu

Prof Elena Dorabji

Office: Clark Hall 404B

Office Hours:

TR 930 to 1030 am and

MW 9:30-10:30 am

on weeks I teach the class

Phone: 924-1356

Email: elenadorabji@juno.com

Accessed Monday - Thursday

COURSE TEXTS

HISTORY:

Alan Brinkley, *The Unfinished Nation*, 5th edition

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

Course Description: History 15A/B is a two-semester, team-taught course. When taken in consecutive semesters, and taught by the same instructors, History 15A/B fulfills the State of California's ideals and institutions requirements for US History, US Constitution, and California Government. When successfully completed, History 15A/B counts for six units of General Education requirements in social sciences and comparative systems. Keep in mind that you must complete the entire two-semester sequence in order to fulfill the requirements and earn the six semester credits. Either semester alone will satisfy none of the requirements. **If you have already taken PoliSci 1 or PoliSci 101, you may not take History 15A/B.**

Course Goals: History 15A/B is designed to increase your understanding of social, economic and political events that shaped our present American society and institutions. History 15A/B will examine both conventional and alternative interpretations of historical events and political processes that have shaped our modern economic, political and social systems. This information will be presented in a multi-cultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. The focus will be on the development of a multi-cultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic and political issues.

Student Learning Objectives: You will learn to analyze current social and political events, relate them to their historical precedents and recognize the individual roles played by the many elements that make up our diverse society. Through diverse reading assignments, the text and lectures, you will learn about American history, government and institutions from the nation's beginnings to our present society. By the end of the two-semester course, you should be able to recognize the key events and issues that formed the nation, and be able to explain the interactive role of those events in producing today's political, social and economic attributes, problems and institutions. Because History 15A/B involves multi-disciplinary material, you will learn to draw from a wide spectrum of sources for information, and apply that information to current political, economic and social situations.

Course Content: Over the course of the two semesters we will consider the principal events, developments, ideas, politics and international relations in all the territories now in the United States. The scope of the course will be from the beginnings of this society until the present. As we consider these trends, you will be asked to analyze certain themes, including:

- Modern Norms and Values Coming from the Colonial Past
- The American Revolution
- Structure and Goals of the Early Republic
- Territorial Expansion
- Economic/Industrial Development
- Civil War and Reconstruction
- Populism
- Progressivism
- America and the World
- Democratization during the 20th Century
- New Deal
- Wars and Conflicts of the 19th and 20th Centuries
- McCarthyism
- Great Society
- Civil Rights and Civil Liberties
- Civil Rights Movement, including the Mobilization of Minorities
- Women's Movement in the 19th, 20th and 21st Centuries
- Return to Free Market Principles and Policies
- Opportunity in America Today
- Immigration and Racism
- Institutionalized Distrust of Government
- America's Role in Globalization

You will also examine women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities, immigration to the USA, and the immigrants' experiences; the process of capitalist industrialization and its effects on labor and the working class; and patterns of race and class relations from the period of European colonization to today.

You will be expected to read a variety of selected writings that relate to events in American history and politics, and describe the varied roles played by the diverse elements of our society. Based on the readings, the text and lectures, you will analyze and contrast the roles played by America's varied social elements and the historic and political events and developments that have shaped our modern society. You will gain an understanding of the critical role played by America's cultural diversity and will be able to better grasp why diversity has been expressed in cycles of confrontation and cooperation.

During the course of the semester, you will write papers, essays and exams that total 1,500 words. Your writing must be at a college level, and must conform to either the History or the Political Science Department's requirements for style, language and format.

Work from political science and history will be equally weighted in terms of student's final grade.

Students are expected to blend the information from both sections, whenever possible, when completing the assignments for the course.

History Assignments and Exams:

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%

Political Science Assignments and Exams: 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 24)	100 points
Political Science Midterm	(Nov 05)	100 points
Political Science Equality Assignment	(Dec 3)	100 points
Political Science Comprehensive Final	(Dec 14)	100 points

Grades – which combine history and political science scores 50/50 -- will be given on a point system and totaled at the end.

94-100	A	87-89	B+
90-93	A-	84-86	B
87-89	B+	80-83	B-
and so on ...			

Other requirements:

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.

Late Assignment Policy: We do not accept late papers nor do we give late or make-up exams unless there is a compelling reason to do so. A compelling reason exists only when you provide us with a valid reason **BEFORE THE ASSIGNMENT IS DUE** as to why you cannot complete the assignment on time, or take the exam at the scheduled time. Please note the word "valid." Some excuses will require official documentation to be accepted as valid. If you are sick or injured and cannot meet the deadline or make the exam date, it is your responsibility to contact us IN ADVANCE of the assignment or exam date.

Plagiarism is copying someone else's writing and turning it in as your own work. Do not do it! You will get an automatic F for that assignment and may be referred for further disciplinary action to the Dean of your College.

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Reading Assignments and class calendar

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

Week one: 8/25/09 - 8/27/09 POLITICAL SCIENCE

Introduction to Class;

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 two: 9/01/09 + 9/03/09 - HISTORY

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

Thurs: Transplantations and Borderlands;

Society and Culture in Provincial America—read Brinkley, Chapters 2 and 3

Week three: 9/08 + 9/10/09– Political Science

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

*Edwards, chapter 1

Lecture: Power Analysis, cont.

Discussion of Democracy and Equality

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 24.**

Week four: 9/15 + 9/17/09 – History

Tues: The Empire in Transition—read Brinkley, Chapter 4
Thurs: The American Revolution—read Brinkley, Chapter 5

Week five: 9/22 [FURLOUGH] + 9/24/09 – Political Science

Reading: **Edwards*, Chapter 1.
Lecture: Discussion of Equality, cont.; Survival Analysis

Week six: 9/29 + 10/01/09- History

Tues: **MIDTERM #1 (CHAPTERS 1-5)**
Thurs: The Constitution and the New Republic—read Brinkley, chapter 6

Week seven: 10/6 + 10/8/09 – Political Science

Reading: **Dorabji*, Chapter 3
Lecture: Enlightenment in Europe leads to birth of America
Birth of America: legacy of slavery
Relate current beliefs to historical factors
Begin political analysis of US history

Week eight: 10/13 + 10/15/09 - History

Tues: The Jeffersonian Era—read Brinkley, chapter 7
Thurs: **FURLOUGH DAY—NO CLASS**
****YOU ARE RESPONSIBLE FOR BRINKLEY, CHAPTER 10****

Week nine: 10/20 + 10/22/09 – Political Science

Reading: **Edwards*, Chapter 2
Lecture: Legacy of English Heritage on US politics
English-style Industrialization and US independence

Week ten: 10/27 + 10/29/09 – History

Tues: Varieties of American Nationalism—read Brinkley, chapter 8
Thurs: Jacksonian America—read Brinkley, chapter 9

Week eleven: 11/03/09 + 11/05/09- Political Science

Reading: **Edwards*, chapter 2, & pp 44, 61, 331, 332 (Electoral College)
Lecture: American Revolution and
Agenda at Philadelphia: Madisonian Model
Assign #2: Midterm due Nov. 5

Week twelve: 11/10 + 11/12/09 – History

Tues: **MIDTERM #2 (CHAPTERS 6-10)**
Thurs: Cotton, Slavery and the Old South;
Antebellum Culture and Reform—read Brinkley, chapters 11 and 12

Week thirteen: 11/17 + 11/19/09 – Political Science

Reading: *Edwards, Chapter 2 cont; *Dorabji, Chapter 3
Lecture: Creation of the Constitution: voting, restrictions by race, class, gender
Economic Interpretation of the Constitution: model for capitalist Industrialization

HAND OUT EQUALITY ASSIGNMENT

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 3**

Week fourteen: 11/24/09 – History

Tues: The Impending Crisis—Read Brinkley, chapter 13
Thurs: **THANKSGIVING—NO CLASS**

Week fifteen: 12/01 + 12/03/09– Political Science

Reading: *Edwards, Chapters 3, 4, and 8
Lecture: Bill of Rights, Then and Now
Federalism

Assignment on Equality due Dec. 03

Week sixteen: 12/8 – History

Tues: The Civil War—read Brinkley, chapter 14

WEDNESDAY, DECEMBER 9—DEAD DAY

**History and Political Science FINAL:
MONDAY, DECEMBER 14 at 0945
DMH 150**

POLITICAL SCIENCE FINAL IS DUE AT THE START TIME OF CLASS FINAL.

DORABJI 15A HANDOUT

NORMS 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). Glorification of the modern and high tech as better than the traditional. Belief that life will get better and better with science and innovation.

4) Materialism and progress 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
 - b. technology
 - c. science
 - d. change

6) Belief that the American lifestyle is the best in the world and that America is the envy of others, who are either striving to be like us or wishing they were.

7) Until the 1970s these mainly economic ideals were only 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. Individualism did not become "the one" until the 1980s.