

# San José State University

Fall Semester 2011

## Intro to American History & Government History/Political Science 15A, Sections 1 and 2 M/W 9 and 10:30 am – DMH 150

### Team-taught by

<b>Instructor:</b>	<b>Prof. Laura Guardino (History)</b>	<b>Professor Elena Dorabji (Political Science)</b>
<b>Office Location:</b>	DMH 237B	Clark Hall 404B
<b>Telephone:</b>	(408) 924-5519	408-924-1356
<b>Email:</b>	<a href="mailto:Laura.Guardino@sjsu.edu">Laura.Guardino@sjsu.edu</a>	<a href="mailto:elenadorabji@juno.com">elenadorabji@juno.com</a> : <b>Write in 15A &amp; day/time of section; accessed Mon-Thursday only</b>
<b>Office Hours:</b>	M- 12:30-2:30 W-1:45-2:45	MW: 8:30 to 9 am and 11:45 to 12:15 on days I teach MW 15A section. Also TR: 8 to 9 am on days I teach TR 15A section [which is the week you do NOT have me in class MW]
<b>Class Days/Time:</b>	M/W 9 to 10:15 am; M/ W10:30 to 11:45 am	M/W 9 to 10:15 am; M/W 10:30 to 11:45 am
<b>Classroom:</b>	DMH 150	DMH 150
<b>GE/SJSU Studies Category:</b>	F 1-2-3; D 2 -3	F 1-2-3; D 2 -3

**THIS COURSE HAS TWO INSTRUCTORS WHO ALTERNATE LECTURES BY TEACHING EVERY OTHER WEEK. See course schedule towards the end of the syllabus for details of each professor's teaching schedule and assignments.**

### Faculty Web Page

Course materials including the syllabus and certain tests, as well as other information for the

Political Science portion of the course, are found on the Dorabji faculty web pages at <http://www.sjsu.edu/people/elena.dorabji>. Note that Professor Dorabji does not use her campus email address as regularly as her Juno email account so get in the habit of emailing her at Juno.

### **Desire 2 Learn**

For the history portion of the class you will be submitting and accessing course materials through Desire 2 Learn course management system. While this is a face to face class the course management system will allow you to submit all assignments electronically, ask questions of the instructor or your classmates, view grades and find information or further study. Every student that is registered for the course will be added automatically to Desire 2 Learn. If this is your first Desire 2 Learn course please view the following tutorial.

[http://www.sjsu.edu/ecampus/docs/Getting\\_Started\\_with\\_D2L\\_v8.3.0.pdf](http://www.sjsu.edu/ecampus/docs/Getting_Started_with_D2L_v8.3.0.pdf)

### **Poll Everywhere**

You will be required to purchase a subscription to [Poll Everywhere](#) for the history portion of the course. Poll Everywhere will be an interactive discussion tool to gather you live responses in the classroom. It is a standard web technology replacing expensive proprietary audience response hardware. Please have your subscription purchased before class on September 19<sup>th</sup>. Poll Everywhere will be used as a grading tool. In order to receive your discussion credit you must have an account.

## **Required Texts/Readings/Resources**

### **Textbooks and Resources (History)**

Foner, Eric, Give Me Liberty! An American History Second Seagull Edition Paperback Volume (s): 1 / Chapters 1-15, 2009. ISBN 978-0-393-93255-3

\*This text can also be purchased through [Inkling](#) on your Ipad.

Foner, Eric *Voices of Freedom: A Documentary History Volume 1*, Third Edition, Paperback, 2010. ISBN: 978-0-393-93566-0

Polls Everywhere- <http://www.polleverywhere.com/register?p=1mfx-y-1g3s>, subscription cost \$14, must be purchased by September 19<sup>th</sup>.

### **Textbooks (Political Science)**

EDWARDS et al, *Government in America, Brief 11<sup>th</sup> Edition.*, Longman 2011. Paperback. ISBN-10: 0205806589

WISE, Tim                      *White like Me*. Any edition is fine.  
ISBN-10: 1933368993

DORABJI, Elena              *Betrayal, 14th ed. 2011*

## **Course Objective and Description**

History 15A/B is a two-semester, interdisciplinary, team-taught course about the history, politics and government of the United States. When taken in consecutive semesters with the same instructors, 15A/B fulfills the American Institutions requirements for U.S. History, U.S. Constitution, and California Government (F 1-2-3). It also fulfills six credits of the Social Sciences requirement in Core GE (D2: Comparative Systems and D3: Social Issues). You must complete the entire two-semester sequence in order to fulfill the requirements and earn the six credits. This course provides a multicultural framework for the study of American history and government.

**Note: Both Political Science and History Departments recommend that students take Hist/ PoliSci 15A before Hist /PoliSci 15B -- ideally keeping the same instructional team. If you have already taken POLS 01 or POLS 101, you may not take HIST 15A/B.**

## **Student Learning Objectives**

This is a General Education course with learning objectives established by the university. In addition to writing 2 term papers totaling more than 1500 words, by the end of this course, you should be able to:

1. Place contemporary developments in their cultural, historical, and environmental contexts
2. Identify the effects of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities on the way our society functions, and the similarities, differences, connections, and interactions between them
3. Evaluate social science information and draw on different points of view to formulate conclusions helpful to understanding our contemporary societal issues.
4. Recognize the interaction of social institutions, culture, and environment on the behavior of individuals
5. Compare and contrast two or more ethnic groups, cultures, regions, nations or social systems.
6. Apply multi-disciplinary material to a topic relevant to policy and social action at the local, national and/or international levels.
7. Demonstrate (after completing both 15A and 15B) knowledge about
  - a. Colonialism and Conquest
  - b. The American Revolution
  - c. The New Nation
  - d. Slavery and Anti-Slavery

- e. Enlightenment and Economic Development
  - f. Jacksonian Democracy
  - g. Civil War
  - h. Reconstruction
  - i. Foreign Relations
  - j. Populism
  - k. Progressivism
  - l. The New Deal and Keynesian Theory
  - m. Wars and Conflicts of the 20<sup>th</sup> century
  - n. The Fair Deal and the Great Society
  - o. McCarthyism
  - p. The Civil Rights Movement
  - q. Mobilization of Minorities
  - r. Women and Gender Relations from the Colonial Period to the Present
  - s. Historical Experiences of Race and Ethnicity
  - t. Emigration to the United States and the Experiences of Immigrants
  - u. Patterns of Race and Class Relations from the Time of European Contact
  - v. Consequences of Industrial Living
  - w. Future of the US and the Planet
8. Understand 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
  9. Understand 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
  10. Understand how California government operates, 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 the nation.

Success in meeting these learning objectives will be assessed through your term papers, your participation in class discussions, and your performance on the exams, which will ask questions about these topics and seek to integrate what you learned in both history and political science.

## **Lectures**

Because of the vast amount of material being covered, the course will primarily be conducted as a series of interactive lectures, with student participation being highly encouraged. Students will come to each class prepared by having done the assigned readings. Lectures and discussions are

meant to facilitate the material assigned as readings but you as student have the responsibility of finishing the assigned readings before class.

In class, you will make the effort to regularly and meaningfully contribute to the discussion – particular by asking questions when you do not understand something. The in-class discussions and lectures will typically address information which is different from what is covered in the readings. Nonetheless, students are responsible for knowing all materials covered in both the lectures and the readings. Given the large number of students in the class, the best way to get individual attention is by going to office hours. Due to time constraints Professor Dorabji and Guardino cannot address substantive scholarly questions in email correspondence. Office hours and the classroom are the best venues for scholarly discussions.

### **Classroom Protocol**

**. Turn off and put away your cell phone while in class except for use in the Poll Everywhere discussion responses. Laptops may be used during class time or for use with Poll Everywhere activities. Listen to the specific instructions from your different instructors. Do not answer phone calls or send, receive, or read non-academic messages in class. Do not leave the room to use your cell phone. Do not record, transmit, or broadcast the lectures in any way.**

- **Turn in your assignments on time. For each day you turn in your paper late Professor Dorabji and Guardino will take off up to 10 points.**
- **We do NOT allow make-up exams unless there is a compelling reason to do so. This exists only when you can provide us with a valid reason BEFORE THE EXAM DATE BY EMAIL OR PHONE. If you are sick or injured and cannot take a scheduled exam, it is your responsibility to contact us BEFORE the exam. Any excuse must be accompanied with official documentation.**
- **NEITHER INSTRUCTOR WILL ACCEPT ANY WORK THROUGH EMAIL UNLESS SHE HAS -- IN ADVANCE --AUTHORIZED THE TRANSMISSION.**  
**\*All work for Professor Guardino will be submitted through Desire 2 Learn.**

### **Attendance**

Every lecture covers material that will appear on exams or assignments. If you miss class, you are still responsible for any lecture material that you missed. It is expected that you maintain excellent class attendance and keep up with each class lecture. For individual help come to office hours.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade

forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Examinations, Assignments, other Requirements, and Grading Policy**

**History Papers, exams and assignments:** Before each Monday of history instruction you will complete a quiz through Desire 2 Learn. The quiz must be completed before 7am Monday morning. In each class session you will be responsible for responding to Poll Everywhere questions. One response per class will be graded for credit. You will complete 2 primary source analysis papers based on sources from Foner, *Voices of Freedom; A Documentary History*. The Final Exam will be an in-class short response/essay based on primary sources and current historical arguments.

**Political Science Papers, exams and assignments:** You will write a substantial one to two-page paper (100 pts.) analyzing the assigned book by Tim Wise as per the prompt questions in the readings/assignment section. You will take a 100-point midterm. You will also have an assignment (100 pts.) based on an historical document (the Constitution) whose political framework is still governing us today. At semester's end you will take a 100 point PS final which is comprehensive in nature. All these assignments are based on significant scholarly understanding of readings, lecture and/or research. Together these assignments count as much as the history portion.

### **Student grades will be determined by the following:**

History Discussion and Quizzes	130 points
History Primary Source Analysis #1	100 Points
History Primary Source Analysis #2	100 Points
History Final	70 Points
Political Science Book Analysis Paper (Oct 10)	100 points
Political Science Midterm (Nov 9)	100 points
Political Science Equality Assignment (due with final)	100 points
Political Science Comprehensive Final (depends on section, see schedule)	<u>100 points</u>

**Total** **800 points**

With 800 points possible in the course, your points at the end of the semester will be combined 50/50 history and political science and converted to the percentage of whatever total you earned. Your final letter grade will then be determined according to the scale below.

<b>99-100 = A+</b> <b>93-98 = A</b> <b>90-92 = A-</b>	<b>87-89 = B+</b> <b>83-86 = B</b> <b>80-82 = B-</b>	<b>77-79= C+</b> <b>73-76= C</b> <b>70-72= C-</b>	<b>67-69= D+</b> <b>63-66= D</b> <b>59-62= D-</b> <b>Below 59 = F</b>
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**Course Schedule**

**Table 1 Course Schedule: (H) = History Lectures (P) = Political Science Lectures**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/24 (H)	Course Introduction and lecture
2	8/30-9/1 (P)	<b>Reading:</b> * <i>Dorabji</i> , chapter 1 * <i>Edwards</i> , chapters 5 and 16 <b>Lecture:</b> What do Americans believe in? See Handout on American Values, end of syllabus. Power Analysis: What is Power and who has it?
3	9/7 (P) (no class on 9/5 because of Labor Day)	<b>Reading:</b> * <i>Edwards</i> , chapter 1, begin reading. Power analysis, continued.
4	9/12-9/14 (P)	<b>Reading:</b> * <i>Edwards</i> , chapter 1. Read <i>White like Me</i> by 9/26 <b>Lecture:</b> Discussion of Democracy and Equality. Survival Analysis
5	9/19-9/21 (H)	<b>Reading:</b> * <i>Give Me Liberty Ch. 1, Voices of Freedom Ch. 1</i> <b>Lecture:</b> Colonial Designs  ***Please have your <a href="#">Poll Everywhere</a> Account purchased

6	9/26-9/28 (P)	<p><b>Reading:</b> *<i>Edwards</i>, chapter 2. Read <i>White Like Me</i> by 10/ 3</p> <p><b>Lecture:</b> How US history shapes contemporary political culture</p> <p>Assign #1: <b>Read Tim Wise's <i>White Like Me</i>. Write a one to two page analysis of the book. Questions to answer: What are Wise's main points on race in America? What are his solutions to US racism? Do not go off on a tangent by discussing any other issues in the paper. However, you may devote a half page linking your own personal experience with race or ethnicity to Wise's points in the book.</b></p> <p><b>PAPER ON WISE BOOK IS DUE OCT. 10</b></p>
7	10/3-10/5 (H)	<p><b>Reading:</b> *<i>Give Me Liberty Ch. 6, Voices of Freedom Ch. 6</i></p> <p><b>Lecture:</b> Revolutionary Perspectives</p>
8	10/10-10/12 (P)	<p><b>PAPER ON WISE BOOK IS DUE OCTOBER 10</b></p> <p><b>Reading:</b> *<i>Dorabji</i>, chapter 3 and <i>Edwards</i>, chapter 5 as review</p> <p><b>Lecture:</b> Enlightenment in Europe leads to birth of America. Legacy of slavery.</p>
9	10/17-10/19 (H)	<p><b>Reading:</b> *<i>Give Me Liberty Ch. 7, Voices of Freedom Ch. 7</i></p> <p><b>Lecture:</b> New Nation</p> <p><b>Primary Source Paper #1 Due 10/19 before 7am</b></p>
10	10/24-10/26 (P)	<p><b>Reading:</b> *<i>Edwards</i>, chapter 2, &amp; look in index for Electoral College discussion</p> <p><b>Lecture:</b> Legacy of English Heritage on US politics: American Revolution Agenda at Philadelphia: Madisonian Model</p> <p><b>Assign #2: TAKE-HOME MIDTERM IS DUE NOVEMBER 9 (access online at Elena Dorabji SJSU Faculty Webpage) This is an open book multiple choice exam designed for collaborative learning with other students so I suggest you form study groups and do the exam as a team.</b></p>
11	10/31-11/2 (H)	<p><b>Reading:</b> *<i>Give Me Liberty Ch. 9, Voices of Freedom Ch. 9</i></p> <p><b>Lecture:</b> Contested Territories</p>

12	11/7-11/9 (P)	<p><b>MIDTERM IS DUE NOV 9 (Access online at Elena Dorabji SJSU Faculty Webpage)</b></p> <p><b>Reading:</b> *Edwards, chapter 2 cont.  <b>Lecture:</b> Creation of the Constitution: voting, restrictions by race, class, gender  Economic Interpretation of the Constitution: model for capitalist Industrialization</p>
13	11/14-11/16 (H)	<p><b>Reading:</b> *Give Me Liberty Ch 12, Voices of Freedom Ch. 12  <b>Lecture:</b> Antebellum Reform  <b>Primary Source Paper #2 Due 11/16 before 7am</b></p>
14	11/21-11/23 (P)	<p><b>Reading:</b> *Edwards, chapter 4  <b>Lecture:</b> Bill of Rights, Then and Now.</p>
		<p><b>Assign #3: (100 pts.) This assignment assesses the level of equality established under the original Constitution as it came out of Philadelphia in 1787.</b> 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. You may submit this exam as a two page essay OR by doing the multiple choice exam which you can access online at the Dorabji webpage.  <b>EQUALITY ASSIGNMENT IS DUE at the time of the final for your section.</b></p>
15	11/28-11/30 (H)	<p><b>Reading:</b> *Give Me Liberty Ch. 14, Voices of Freedom Ch. 14  <b>Lecture:</b> Nation Divided</p>
16	12/5 (P)	<p><b>Reading:</b> *Edwards, chapter 3  <b>Lecture:</b> Federalism.</p>
16	12/7 (H)	<p><b>Reading:</b> *Give Me Liberty Ch. 15, Voices of Freedom Ch. 15  <b>Lecture:</b> Reconstruction</p>

Final Exam	[see below for date and time]	<p><b><u>History Final covers the Civil War. You are responsible for knowing the primary source documents in Voices of Freedom Chapter 13 and 14. Review Give Me Liberty Chapter 13 and 14. Please bring a large blue book and Voices of Freedom text to the exam.</u></b></p> <p><b><u>Political Science Final is comprehensive for both PS lectures and reading assignments. EQUALITY ASSIGNMENT IS ALSO DUE AT THE TIME OF THE FINAL FOR YOUR SECTION.</u></b></p>
Final Exam Times	Depends on your section	<p>MW9 section final = 715 am on Tuesday Dec 13</p> <p>MW1030 section final = 945 am on Monday Dec 12</p>

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at [http://](#)

[www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## Structuring and Writing a History Paper

### Fundamentals:

Type or print from computer disk in **12 point font**, double-space your sentences and use one side of the paper only. Indent all paragraphs. Do not put spaced lines between paragraphs. Put a **1” margin** on both sides of the paper. Put your name, the class (History 15A), the date or semester the paper is due (your choice) and the name of your Professor at the top left or right corner of your first page (single-space). Please turn in your papers securely stapled, excluding plastic or other covers.

### Structure:

The single most important part of your paper is the introduction. Put your paper into context- the who, what, when, where- then, in a single sentence (typically at the end of your first paragraph) state an original thesis. Develop your argument in a persuasive manner throughout the paper with well-documented evidence that you link to you thesis. Conclude with a summation of your evidence and its connection to your argument (this does not mean simply repeating your introductory paragraph), and explains the broader implications of your research.

This outline is a simple way to structure your paper and organize your thoughts into an argument.

- I. Introduction (with thesis statement)
- II. Point One to prove argument
  - A. Evidence 1a
  - B. Evidence 2a
  - C. Evidence 3a
- III. Point Two to prove argument
  - A. Evidence 1b
  - B. Evidence 2b
  - C. Evidence 3b
- IV. Point Three to prove argument
  - A. Evidence 1c
  - B. Evidence 2c
  - C. Evidence 3c
- V. Conclusion

### Evidence:

Analyze the documentary material and explain how or why your evidence supports your argument. However, do not neglect all the evidence that does not fit your argument. One or more of the pieces of evidence for an argument can be a counter-argument that is refuted within the paper.

### Writing:

- Pay attention to grammar, spelling, and clear explanations of your ideas.
- Your sentences should have specific subjects, preferably human beings, followed quickly with an active verb. Avoid the passive voice. Avoid using the verb *to be* followed by a verb participle. Instead of: “The cherry tree was cut down by George Washington.” Say: “George Washington cut down the cherry tree.”
- Every paragraph should have one dominant idea expressed in a single topic sentence that controls the remaining sentences in the paragraph (=the Topic Sentence). The rest of the sentences should clarify, amplify, or demonstrate that core idea.
- Eliminate all contractions (don’t, wasn’t, it’s) from formal writing. Also please stay away from colloquial expressions. Do not swear in your paper. Do not make references to personal experiences or literary metaphors unless they have a direct relevance to your argument.
- Make sure your ideas flow logically from one paragraph to the next.
- One good rule of thumb in writing a history paper is to write to *the intelligent but ignorant*

*reader-* you need to explain what you are talking about, but you don't need to repeat everything

## WRITING ESSAYS FOR POLITICAL SCIENCE:

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Advice on structure and use of evidence -- given for history papers above -- are equally valid when writing papers for political science.

Students must take care that appropriate citations are used. Indicate direct quotations with quotation marks and a specific reference to the page in the source from which it is taken. Reference ideas from other sources also, although quotations marks are inappropriate if the source is not quoted directly. Failure to cite your sources constitutes academic misconduct [plagiarism] which carries with it serious sanctions. A tutorial on citations is available at the library website at [http://www.sjlibrary.org/services/literacy/info\\_comp/citing.htm](http://www.sjlibrary.org/services/literacy/info_comp/citing.htm).

Assistance:

The SJSU Writing Center is staffed by professional [instructors](#) and upper-division or graduate-level writing specialists from each of the [seven SJSU colleges](#). Writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students with writing at all levels within all disciplines to become better writers. It is your responsibility to arrange a time to meet with the instructors. You may want to consult with your professor in advance to determine whether you need assistance with your writing.

Arguably the best way to improve your own writing is to read quality material on a regular basis. To that end, students are encouraged to read articles from scholarly sources but also newspapers such as *The Wall Street Journal*, *The Financial Times*, *The New York Times*, *The Guardian (British)* and *The Economist*. These publications also contain articles of direct relevance to their political science classes. They will also benefit from accessing English-language newspapers from other countries. This is easy to do now via the Internet.

### Grading:

An "A" paper is clearly written and well-organized, but most important, it contains a perceptive, original, central argument supported by a well-chosen variety of specific evidence. It demonstrates that the student has grappled with the issues raised in the reading and lecture, synthesized the material, and formulated a compelling, independent argument.

A typical "B" paper is a solid work that demonstrates that the student has a good grasp on the material. Yet a typical "B" paper would not be appropriate for reading aloud in class because it mainly provides a summary or reiteration of ideas and information already covered in the literature, with no evidence of independent thought or synthesis. Other "B" papers give evidence of independent thought but do not present an argument clearly or convincingly.

A typical "C" paper provides a less thorough or accurate summary of material presented in the material, or a less thorough defense of an argument. A paper or exam that receives a grade less than a "C" typically does not respond adequately to the assignment, and is marred by frequent errors, unclear writing, poor organization, or some combination of these problems.

## 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
  - b. technology
  - c. science
  - 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 20<sup>th</sup> 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.