

**SAN JOSE STATE UNIVERSITY**

**HISTORY/POLITICAL SCIENCE 15A  
FALL 2011 SYLLABI FOR  
Sections 6 and 7  
Tuesday/Thursday 9:00 AM and  
Tuesday/Thursday 10:30 AM  
DMH 150**

INSTRUCTORS and OFFICE HOURS

**Prof. Rob Cirivilleri**

Office: DMH 141

Office Hours:

Tues/Thurs: 0730-0900

Wed: 1200-1300

or by appointment

Phone: 924-5540

Email: robert.cirivilleri@sjsu.edu

**Prof Elena Dorabji**

Office: Clark Hall 404B

Office Hours:

TR 800 to 900 am;

MW 8:30-900 am & 11:45 am-12:15 pm

on weeks I teach 15A section

Phone: 924-1356

Email: [elenadorabji@juno.com](mailto:elenadorabji@juno.com)

Accessed Monday - Thursday

COURSE TEXTS

**Textbooks (History)**

Alan Brinkley      *The Unfinished Nation*, 5<sup>th</sup> or 6<sup>th</sup> edition

**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*

**ACULTY WEBSITES: Accessing the SJSU faculty websites OF BOTH DORABJI AND CIRIVILLERI will be essential in order to download lecture outlines, study guides, etc. To access the websites:**

- Go to SJSU Homepage and click on FACULTY AND STAFF
- Scroll down and click on FACULTY PAGES. Decide on which professor's website you will need to access. So, either
- Enter "Dorabji" in the search box. This will bring you to Professor Dorabji's Home page
- Click on History/Political Science 15A. This will bring you to the class website
- or
- Enter "Cirivilleri" in the search box. This will bring you to Professor Cirivilleri's Home Page.
- Click on History/Political Science 15A. This will bring you to the class website

**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 Pol Sci 1 or Pol Sci 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.

**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 15

**Course Contents:** 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 20<sup>th</sup> 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 from Colonial Times to the Present
- Return to Free Market Principles and Policies
- Opportunity in America Today
- Immigration and Racism
- Institutionalized Distrust of Government
- America’s Role in Globalization
- Future of contemporary US and Global Societies

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 midterm will consist of 40 multiple-choice questions and three identification terms. The final exam will consist of 50 multiple-choice questions and three identifications; the final is not 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)	125 points each	250
Final	150 points	150
<hr/>		
TOTAL		400

History Grade Breakdown is as follows:

A	100-93%	C+	78-75%	D-	60-59%
A-	92-90%	C	74-70%	F	58-0%
B+	89-87%	C-	69-67%		
B	86-82%	D+	66-64%		
B-	81-79%	D	63-61%		

### **Political Science Assignments, Papers and Exams:**

You will write a substantial two-page paper (75 pts.) analyzing the assigned book by Tim Wise as per the prompt questions in the readings/ assignment section. You will take a 75-point midterm. You will also have an assignment (75 pts.) based on an historical document (the Constitution) whose political framework is still governing us today. At semester's end you will take a 75 point PS final which is comprehensive in nature. All these assignments will require significant scholarly effort and comprehension. Together these assignments will count as much as the history portion.

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

Political Science Book Analysis Paper (Oct. 18)	75 points
Political Science Midterm (Nov. 17)	75 points
Political Science Equality Assignment (due with final)	75 points
Political Science Comprehensive Final (see schedule for times of final for your section)	<u>75 points</u>
<b>Total</b>	<b>300 points</b>

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 ...	

**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.

**DO NOT SUBMIT ASSIGNMENTS VIA EMAIL UNLESS YOU HAVE GOTTEN EXPRESS PRIOR PERMISSION FROM YOUR INSTRUCTOR.**

### **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.

**Table 1 Course Schedule: (P) = POLITICAL SCIENCE (H) = HISTORY**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/25 (P)	Course Introduction and lecture

Week	Date	Topics, Readings, Assignments, Deadlines
2	8/30-9/1 (H)	<b>TUES:</b> The Meeting of Cultures: Read Brinkley, Chapter 1  <b>THURS:</b> Transplantations and Borderlands Read Brinkley, Chapter 2
3	9/6-9/8 (P)	<b>Reading:</b> *Dorabji, chapter 1 *Edwards, 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?
4	9/13-9/15 (H)	<b>TUES:</b> Society and Culture in Provincial America: The British Empire in Transition Read Brinkley, Chapters 3 and 4  <b>THURS:</b> The American Revolution Read Brinkley, Chapter 5
5	9/20-9/22 (P)	<b>Reading:</b> *Edwards, chapter 1 <b>Lecture:</b> Discussion of Democracy and Equality. Survival Analysis
6	9/27-9/29 (H)	<b>TUES: HISTORY MIDTERM #1</b>  <b>THURS:</b> The Constitution and the New Republic: Read Brinkley, Chapter 6
7	10/4-10/6 (P)	<b>Reading:</b> *Edwards, chapter 2. Read <i>White Like Me</i> by 10/13 <b>Lecture:</b> Factors in history shaping US political culture  <b>Assign #1: 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. Paper is due Oct 18.</b>
8	10/11-10/13 (H)	<b>TUES:</b> The Jeffersonian Era: Read Brinkley, Chapter 7  <b>THURS:</b> Varieties of American Nationalism: Read Brinkley, Chapter 8
9	10/18-10/20 (P)	<b>WHITE LIKE ME PAPER IS DUE OCTOBER 18</b> <b>Reading:</b> *Dorabji, chapter 3 and Edwards, chapter 5 as review <b>Lecture:</b> Enlightenment in Europe leads to birth of America Birth of America: legacy of slavery

10	10/25-10/27 (H)	<b>TUES:</b> America's Revolution during the Jacksonian Era Read Brinkley, Chapters 9 and 10  <b>THURS: HISTORY MIDTERM #2</b>
11	11/1-11/3 (P)	<b>Reading:</b> *Edwards, chapter 2, & look in index for Electoral College discussion <b>Lecture:</b> England's Legacy: the American Revolution. Agenda at Philadelphia: Madisonian Model  <b>Assign #2: MIDTERM IS DUE NOVEMBER 17 (access online at Elena Dorabji SJSU Faculty Webpage) This is a take-home, 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>
12	11/8-11/10 (H)	<b>TUES:</b> Cotton, Slavery and the Old South: Antebellum Culture, Reform Read Brinkley, Chapters 11 and 12  <b>THURS:</b> The Impending Crisis Read Brinkley, Chapter 13
13	11/15-11/17 (P)	<b>MIDTERM DUE NOVEMBER 17</b> <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 industrial development
14	11/22-11/24 (H)	<b>TUES:</b> The Civil War Read Brinkley, Chapter 14  <b>THURS:</b> THANKSGIVING—NO CLASS
15	11/29-12/1 (P)	<b>Reading:</b> *Edwards, chapters 4 & 3 <b>Lecture:</b> Bill of Rights, Then and Now. Federalism  <b>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. 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. DUE at the time of the final for your section.</b>
16	12/6-12/8 (H)	<b>TUES:</b> Reconstruction and the Old South Read Brinkley, Chapter 15  <b>THURS:</b> The Conquest of the Far West Read Brinkley, Chapter 16
Final Exam		<u>History Final</u> covers chapters 11-16.

		<p><u>Political Science Final</u> is comprehensive for both PS lectures and reading assignments.</p> <p><b>T/R 900 am section 6 final is Wednesday Dec. 14, 7:15 am</b>  <b>T/R 10:30 am section 7 final is Tuesday Dec. 13, 9:45 am</b></p>
--	--	--

### DORABJI 15A HANDOUTS

#### 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            c. science
    - b. technology         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.

## 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 is equally valid when writing papers for any academic discipline, not just 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 quotation 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*, 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, like *The Guardian*, from *Great Britain*. This is easy to do now via the Internet.

### Grading Criteria:

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.