

San José State University
**History/Political Science 15B–5: American History &
Government**
M 6:00 to 8:45 pm – DMH 150
Spring 2012 Semester
Team-taught by

Instructor:	Iris M Jerke (History)	Ben Field (PoliSci)
Office Location:	DMH 321	2102 Almaden Road, Suite 107, San Jose
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Office Hours:	M: 3 to 5 pm W: 3 to 5 pm	Monday 5:30-6:00, DMH 150 or by appointment
Class Days/Time:	M 6 to 8:45 pm	M 6 to 8:45 pm
Classroom:	DMH 150	DMH 150
GE/SJSU Studies Category:	F 1-2-3; D 2 -3	F 1-2-3; D 2 -3

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Professor Jerke's faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Objective and Description

History 15A/B is a two-semester, interdisciplinary, team-taught course about the history and government in the United States. When taken in consecutive semesters with the same instructors, Hist 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: The History Department recommends that students take Hist/PoliSci 15A before Hist /PoliSci 15B. If you have already taken POLS1 or POLS101, 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 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;
4. recognize the interaction of social institutions, culture, and environment with 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 knowledge of Reconstruction, Populism, Progressivism, the New Deal, the wars and conflicts of the 20th century, the Fair Deal, McCarthyism, the Great Society, the civil rights movement, women and gender relations, the history and experience of racial and ethnic minorities, emigration to the United States and the experiences of immigrants to this country, and patterns of race and class relations;
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, relations among various levels of government, and the evolving institutions 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 should also analyze the rights and obligations of citizens, the tension between freedom of expression 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 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 the nation.

Your 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.

Required Texts/Readings

Textbook (History)

Jones, Wood, Borstelmann, et al, *Created Equal: A History of the United States*, ISBN: 978-0-205-72890-9

John Perkins, *The Secret History of the American Empire: Economic Hit Men, Jackals, and the Truth about Global Corruption*, ISBN: 978-0-525-95015-8

Textbook (Political Science)

Edwards, Wattenberg, and Lineberry, *Government in America: People, Politics, and Policy*, 14th or 15th Edition (New York: Pearson Longman)

Lectures

Because of the vast amount of material being covered, the course will be conducted as a series of interactive lectures, with student participation highly encouraged. Students should come to each class prepared by having done the assigned readings. Lectures and discussions are meant to facilitate learning the course materials. Students have the responsibility to finish the assigned readings before class.

In class, each student should make regular and meaningful contributions to the discussion. A student who has a question, should raise his or her hand. The in-class discussions and lectures often will not address the same information that is covered in the readings. Nonetheless, students are responsible for knowing all materials covered in both the lectures and the readings. Questions about the readings and lectures are welcome at any time. There always will be time for questions, comments, and discussion at the end of class as well.

Classroom Protocol

IMPORTANT: The use of laptops during class is prohibited. Turn off your cell phone and put it away when you come to class. Do not answer phone calls in class. Do not send, receive, or read messages in class. Do not leave the room to use your cell phone. Do not record, transmit, or broadcast the lectures in any way.

WHAT IS EXPECTED?

- We expect students to come to class prepared. Readings are due as assigned. So is the homework.
- Please come to class on time. Do not be late. Refrain from eating, sleeping, talking with classmates, whispering, passing notes, surfing the web, doing email, or using your cell phone.
- Opinions and discussions should be presented in a respectful manner. Come to this class with an open mind, ready to discuss exciting issues in a way that values individual perspectives and appreciates differing points of view. We can agree to disagree!

- It is expected that students have a notebook, pens or pencils, AND A STAPLER. Professor Jerke will deduct (or minus) 5 points if you turn in papers that are not stapled.
- Turn in assignments on time. For each day your paper is late late Professors Jerke and Field deduct 5 points.

IMPORTANT:

- 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 ELECTRONICALLY UNLESS SHE HAS -- IN ADVANCE --AUTHORIZED ITS TRANSMISSION VIA EMAIL.

Attendance

Every lecture covers material that will appear on exams. If you miss class, you are still responsible for any lecture material that you missed. . **It will be difficult to pass the course if you miss even a single class, unless you carefully complete the reading for that class and obtain the lecture notes from at least one other student.** It is every student's responsibility to maintain excellent class attendance and to keep up with each class lecture.

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](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop 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](#) at <http://www.sjsu.edu/advising/>.

Examinations, Assignments, other Requirements, and Grading Policy

HISTORY ASSIGNMENTS AND EXAMS: You will be required to take one midterm exam and one final exam. Each exam will consist of either true/false, multiple-choice questions, and/or short answer. The final will not be comprehensive; it will cover only material from the second half of the semester. [You needs scantrons for the midterm and the final.] You also will write 5 short essays during the course of the semester.

POLITICAL SCIENCE PAPERS, EXAMS AND ASSIGNMENTS:

Quizzes: Six, ten-minute tests that will consist of multiple-choice questions about the reading for the day. **Students must bring the correct green scantron sheet to every quiz.**

Class work: In class writing assignments will be collected during each class.

Midterm: A one hour, multiple choice examination based on the lectures, discussions, and readings from the first half of the political science portion of the class. **Students must bring the correct green scantron sheet to the midterm.**

Analytical Research Paper and Bibliography:

- 1) A bibliography in proper form listing all sources that inform your policy analysis. **All sources in your bibliography must be published books, peer reviewed articles, or government studies. Websites (e.g. Wikipedia) cannot be cited,** though publications on websites may be cited if they are published books, peer reviewed articles, or government studies. The position papers of advocacy groups, which may be found on line, can also be cited, but only to illustrate the arguments made by those advocacy groups. The bibliography, which is due several weeks before the paper and is worth 20 points, must **identify a policy issue and state the policy question your paper will address.** It should cite **no fewer than six substantial sources**, not including the textbook.
- 2) You will write a research paper on a public policy question of your choice. The paper is designed to teach you scholarly research methodology, critical thinking, and analytical writing skills. It should meet the following requirements:
 - It should be five pages long, not including the bibliography, which should be resubmitted with the paper.
 - All factual assertions must be properly footnoted.
 - It must be written with correct grammar, punctuation, and spelling.
 - It should be carefully proofread.
 - The structure of the paper should be as follows:
 - Introduction of the policy question you have chosen and brief description of its current public policy significance
 - Description of the arguments on either side of your public policy question
 - Conclusion stating which arguments prevail and why
 - Do not write about gun control because we use it as an example in class
 - Do not write about the same topic you covered in your paper for the first semester of this class
 - Do not write in the first person. The word “I” has no place in your essay.
 - Avoid the phrase “many people believe.” Instead identify the supporters and opponents of the arguments you discuss.
 - **Submit your paper to turnitin.com**

The best papers will contain clear, logical writing, thorough research, and probing analysis. Late papers will be accepted, but the score will be reduced 5 points for every school day they are late. All papers must be submitted to Professor Field in person and in hard copy form. **No electronic submissions will be accepted.**

Final: A one and a half hour, multiple choice examination based on the lectures, discussions, and readings for the entire semester, but weighted toward the lectures, discussions, and readings from later weeks. **Students must bring the correct green scantron sheet to the final.**

Student grades will be determined by the following:

History Midterm Exam (February 27, 2012)	100 points
Class Participation	100 points
5 short essays, 20 points each	100 points
History Final Exam (March 19, 2012)	100 points
Political Science Quizzes	100 points
Political Science Class work	60 points
Political Science Midterm	40 points
Political Science Paper	100 points
Political Science Final	<u>100 points</u>
Total	800 points

With 800 points possible in the course, your average score at the end of the semester will be your total number of points divided by 8. Your final letter grade will then be determined according to the scale below.

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

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.

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](http://www.drc.sjsu.edu/) (DRC) at <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 1st floor of Clark Hall and on the 2nd 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 1st 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/>

Student email/phone contact:

Hist 15B-5, American History & Government, Spring 2012

Course Schedule

History Sequence

Week	Date	Topics, Readings, Assignments, Deadlines
	1/30/2012	Course Introduction
1	2/6/2012 (H)	Reading: * <i>Jones, chapters 16 - 18</i> Lecture: Reconstruction & The Gilded Age Finish by today Perkins Prologue and Part 1: Asia
2	2/13/2012 (H)	Reading: * <i>Jones, chapters 19 - 21</i> Lecture: The Coming of World War I, The Roaring 20s Finish by today Perkins Part 2: Latin America
3	2/20/2012 (H)	Reading: * <i>Jones, chapter 22</i> Lecture: Nativism, Depression and the New Deal Finish by today Perkins Part 3: Middle East
4	2/27/2012 (H)	Reading: * <i>Jones, chapter 23 – 24, 28</i> Lecture: World War II, Cold War MIDTERM, Jones chapters 16-24 plus 28
5	3/05/2012 (H)	Reading: * <i>Jones, chapter 25</i> Lecture: Civil Rights and other Social Movements of the 60s Finish by today Perkins Part 4: Africa
6	3/12/2012 (H)	Reading: * <i>Jones, chapter 26 - 27</i> Lecture: Vietnam and the 70s; Backlash and the New Right Finish by today Perkins, Part 5: Changing the World
7	3/19/2012 (H)	Reading: * <i>Jones, chapters 29 - 30</i> Lecture: The Reagan Revolution and the coming of the 21 st Century FINAL, Jones, chapters 25-30 (except 28)

Political Science Sequence

8	4/2/2012 (P)	Reading: * <i>Government in America, Chapter 11</i> Lecture: Interest Group Politics Quiz #1
9	4/09/2012 (P)	Reading: * <i>Government in America, Chapters 9 and 10</i> Lecture: Elections Quiz #2
10	4/16/2012 (P)	Reading: * <i>Government in America, Chapters 6 and 7</i> Lecture: Public Opinion and the Mass Media Quiz #3, Bibliographies due

11	4/23/2012 (P)	Reading: * <i>Government in America</i> , Chapter 20 Lecture: National Security Midterm
12	4/30/2012 (P)	Reading: * <i>Government in America</i> , Chapters 14 and 17 Lecture: Economic Policy Quiz #4
13	5/07/2012 (P)	Reading: * <i>Government in America</i> , Chapters 18 Lecture: Social Welfare Policy Analytical Research Paper due, Quiz #5
14	5/14/2012 (P)	Reading: * <i>Government in America</i> , Chapter 19 Lecture: Health and Environmental Policy Quiz #6

Final

Final Exam	5/21/2012 from 5:15 to 7:30 pm	From 5:15 am to 7:30 pm in DMH <u>Political Science Final is comprehensive for both PS lectures and reading assignments.</u>
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Tips for becoming an Active Learner in College

- Always study at the same place in your home.
- Find a quiet spot; turn off music/tv.
- Set aside time for studying.
- Have all your materials together before you start studying.
- Create a study group.
- Start the most difficult schoolwork first, and finish with the easier tasks.
- Take enough breaks during your study time.
- Learn to concentrate, delete distractions.
- Get enough sleep. Make the effort to eat real food at regular times, not snack all day long
- Don't concentrate too long on the same subject while studying. Vary your assignments.
- Find relations with what you learn and what you already know.
- Don't give up when you get stuck with a difficult assignment; see that you have at least a partial understanding.
- Ask questions.
- Let your professor know if you disagree with a statement, but find facts for your argument first, because learning in the university is based on knowledge from science and rational thinking.
- Use the library for research instead of depending on Google for all your research.

In the Classroom

- Sit in front of the classroom.
- Sit straight.
- Be a good listener in the classroom.
- Take good notes.
- Ask questions; listen carefully to questions of classmates.

Note Taking

- Don't use a pencil for taking notes; use a pen. Pencils often smear or fade over time.
- Write legible and clearly.
- Use a different notebook for each course, or if you use a binder, use colored dividers to group class notes together.
- Start a separate page for each lecture day.
- Keep handouts with the lecture notes, date the handouts; write the course ID on top.
- Professors usually organize their lecture notes around a main or central point and give reasons, arguments, examples, and facts to back the main point up. Identify the main idea.
- Review your class notes with your study group.
- Review your notes before you start your reading.
- Copy in your notes everything your professor writes on the board.
- Write down everything that your professor enumerates, or lists.
- Note cause and effect points.
- Listen for repetitions.

Reading Comprehension

Pre-reading: you achieve a basic understanding about the chapters length, content, and structure.

1. **Read the introduction**

Here often the author's main idea for the chapter is outlined.

Sometimes you might even find the author's statement of purpose in the introduction.

Example: "In this chapter ..."

2. **Read all the chapter headings and subheadings**

The chapter headings will tell you what to read for in the chapter and the subheadings will let you identify the author's emphasis and approach to the topic.

3. **Read the first sentence of every paragraph**

In the first sentence the author most often introduces the central point in the section.

4. **Understand all the graphs, diagrams, boxes, and profiles**

Look at the visual aids, tables, timelines, diagrams, or graphs carefully; they will highlight or clarify the key points of the chapter.

5. **Read the conclusion/summary**

By the end of the chapter authors often help the reader to understand or to identify the points they were making in the chapter.

6. **Read the review questions at the end of the chapter**

These questions can be used as your test: did you understand what the author is trying to say? Can you answer these questions after you read the chapter intensively?

POLITICAL SCIENCE WRITING GUIDELINES

- Type or print from a computer 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 (PoliSci 15B), the date the paper is due, 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.
- Follow Professor Jerke's guidelines for writing a paper.
- After you have written something, read it out loud to yourself or someone else. Often this helps to identify unclear writing.
- The following outline shows one approach toward structuring an analytical research paper:

I. Introduction

A. Public policy question

B. Overview of the debate over the question (e.g. the answer to the policy question involves three issues...)

C. Thesis

II. One side of the debate

III. The other side of the debate

- IV. Issue One Analysis
 - A. Evidence 1a
 - B. Evidence 2a
 - C. Evidence 3a...etc.
 - D. Conclusion

- V. Issue Two Analysis
 - A. Evidence 2a
 - B. Evidence 2b
 - C. Evidence 2c...etc.
 - D. Conclusion

- VI. Issue Three Analysis
 - A. Evidence 3a
 - B. Evidence 3b
 - C. Evidence 3c... etc.
 - D. Conclusion

- VII. Conclusion

Grading of History and Political Science Writing

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 solid work that demonstrates that the student has a good grasp of 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 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.

Please note: NO STUDENT WILL PASS THIS CLASS WHO DOES NOT TURN IN THE HISTORY PAPER AND THE ANALYTICAL RESEARCH PAPER

Students should also note that PLAGIARISM will be detected. Be aware that both professors are very internet literate. Plagiarism will result in a failing grade for the assignment at the very least.

