

# **Poli Sci / History 15 B section 10 Spr 2017**

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MW 3:00-4:15 HGH 116

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**Office Hours + Location:** Clark Hall 404K Weds 4:15- 5:45 pm

## **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

## **Course Description**

**From the SJSU Catalog:** Treatment of essentials of U.S. and California government. Satisfies the American institutions requirements in U.S. Constitution (US2) and California Government (US3), and the Core GE requirement in Social Sciences: Social Issues (D3).

**From the SJSU GE Guidelines (S14-5):** In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political system in which you live. This course will provide a multicultural 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 of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

This class will contain additional (tested) material about the upcoming presidential election – specifically “how does one get elected president?” Students should expect to be tested on that process *and how it evolved*. Thomas Jefferson could not be elected President today, because the press would focus on his sexual relations with his slaves instead of policies and leadership ability. This class is an introduction to political science (US gvt) with enough historical context and law to make students better understand our political process, rights, and true nature of government. From the start we will consider different terms such as democracy, republic, plutocracy, and oligarchy.

## **GE Learning Outcomes (GELO)**

Upon successful completion of this course, students will be able to:

1. **GELO 1 (US2):** Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the United States and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people and government,

and the operations of California government. **Assessed fill in the blank questions on three exams.**

2. **GELO 2 (US3):** Identify the tools of political action and collective decision making at the local, state, national, and global level, and articulate the values and assumptions that inform their civic engagement. **Assessed by fill in the blank questions on three exams.**
3. **GELO 3 (D3):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by the 5-7 page written assignment.**
4. **GELO 4 (D3):** Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, trans-national, and global identities and the similarities, differences, linkages, and interactions between them. **Assessed by the 1200-word Policy Paper assignment.**
5. **GELO 5 (D3):** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. **Assessed by the 1200-word Policy Paper assignment.**
6. **GELO 6 (D3)** Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. **Assessed by the 1200-word Policy Paper assignment.**

## Required Texts/Readings

### Textbooks

**Kenneth Janda**, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, *The Challenge of Democracy*, 2014, 13<sup>th</sup> Edition. Wadsworth Cengage Learning, ISBN-13: 978-1-133-60233-0

*Recommended:* Alan Brinkley *American History: A Survey* (1865-2016 **or** Vol 2) - any recent edition

The textbook is available for purchase at the Spartan Bookstore.

### Other Readings and Activities

**History online activities** in selected weeks are accessible through Canvas. These activities provide historical perspectives on certain key topics in U.S. and California government and politics.

## Course Workload

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings. Assignments include reading the textbook, reading assigned documents, accessing supplementary material through Canvas, taking exams, and writing papers. These assignments may require work beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in

all your classes. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. For this course, you will be required to take four exams and write a 1500-word paper.

### **Course Requirements and Assignments**

**Midterm** (100 points) will consist of under 50 questions. Students choose to answer as many as they can (one does not answer every question to earn a 100%). It will cover the assigned chapters in the textbook, and the Canvas readings and activities for Weeks 1-4. **It will assess GELOs 1-2.**

**Congress Activity** (15 points) will divide the class into a bicameral legislature, which will legislate the point value of the final exam, term paper, and other variables. This activity requires critical thinking and the application of skills and political practices taught so far in the course. Students who do not attend will earn a 0/15. **It will assess GELOs 1-2.**

**Term Paper** (100 points): For this 5-7 page assignment, you select from a set of choices that will require critically evaluation of an issue and may require proposing a policy change. Finally, you may describe your own position on this issue and at least one action you could take to improve it. The paper is due ca. 15 April. **It will assess GELOs 3-6.**

**Final Exam:** (200 points) Cumulative but weighted to the second half. Same format as midterm. **It will assess GELOs 1-2.**

### **Grading and Testing Policy:**

Assume the class has 450 points. A grade of 98% (441) and higher is an A+, 92.2 – 97.9% (414.5-441.5) = A, and 90.0 to 92.1 (405-414) = A-. One can calculate for B+, B, B-, etc. Most classes taken to fulfill a distribution requirement must achieve a 70% to clear the requirement.

My testing format is a three part exam: (A) fill in the blank any 6/9. (B) a set of how and why questions that require critical thinking, divided into 2 and 3 point questions, (C) a map of the US to identify each state and its voting behavior.

Students are expected to answer every question they know – but not every question. This format shows what students know, not the opposite (gotcha!). As a result many students get an A+ but a lot of students also get an F. F and A+ are the two most common grades on my tests and in my class.

### **Attendance:**

Students tell me over and over that there is a correlation between their presence in the classroom and their grade. One student set up this formula meaning they would earn 110% on the midterm -3.5% per class they miss. You are not graded down for missing class, but it essentially dooms your grade if you miss half of the classes. Someone is paying for your education, so estimate the price of one semester at SJSU ~\$13,000 divided by the number of in class hours weekly (4 classes = 10 hrs, 5 classes = 12.5 hrs). Each class is over \$2,500 divided by about 40 hours of lecture. Every class costs you ~\$60. Think about whose money you are wasting when you skip class and how it affects your grades.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Classroom Protocol**

Come to class on time and remain in your seat while class is in session. Refrain from talking, whispering, sleeping, eating noisily, texting, checking messages, or passing notes. Do NOT interfere with other students’ learning. Do NOT come and go during the class period.

If you have a question during class, raise your hand. You should ask questions. It can start discussion and is the best way to learn.

### **Electronic Device Policy**

During class do not use your phones. This was a problem last semester, so as a rule assume your phone will be confiscated if used during class improperly. Do NOT leave the room during class to send or receive messages or phone calls. In Fall 2015 I had an unfortunate phone-addict in class, who kept playing with her phone (although I told her to put it away). Not surprisingly she got an F on all three exams because she was not paying attention. She wasted somebody’s tuition money. Feel free to take a photo of the whiteboard at the end of class.

### **Recording of Lectures**

SJSU Academic Senate Policy S12-7: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. . . .”

You may record lecture for personal use, but do NOT upload or post the lectures or any other course material (we must respect university policy fine print) until we work it out together. *If you do record, bring your device up front* to improve the sound quality.

### **Lectures, Videos, and Study-guides**

A great deal of material is covered every day in class. All lectures and videos will be tested on exams. If you miss a class, or any part of a class, you are still responsible for all lecture and/or video material for the day. To help you get the most out the readings and lectures, here are a few websites designed to assist you.

[http://college.cengage.com/polisci/janda/chall\\_dem/10e/site\\_index.html](http://college.cengage.com/polisci/janda/chall_dem/10e/site_index.html)

<http://uspolitics.org/student/mcitemsstudent.html>

### **UNIVERSITY POLICIES**

**last day to drop 7 Feb., 100% refund**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>

## Library Liaison

Paul Kauppila is the Political Science library liaison. You may contact him for questions about Political Science research and library holdings. His email is [Paul.Kauppila@sjsu.edu](mailto:Paul.Kauppila@sjsu.edu) and his phone number is (408) 808-2042. You can also find a research guide for Political Science here: <http://libguides.sjsu.edu/politicalscience>

## The Fine Print

Information in this syllabus can be changed with fair notice. Any changes will be announced in class and/or via announcements through Canvas (<http://www.sjsu.edu/at/ec/canvas/>).

## Schedule

It is a *good* idea to ask every week if the syllabus schedule is still correct (I often do not correctly estimate how long each unit takes). In any case, **do the assigned reading for the day before you come to class for each unit.**

- M 1/30      Intro to class, discussion of Iowa Caucus and how a caucus works  
**Read** Course syllabus and Janda 1
- W 2/1      Greek Political theory & Primaries and Caucuses  
**Memorize** the 50 States    make maps of 1992 – 2016 elections
- M 2/6      Presidential Nominating Process / McGovern Rules  
Academic Writing Part 1  
**Read** Janda 7  
*Last Day to Drop Courses Without W 2/7*
- W 2/8      History of NH primary, of Iowa caucus, of Super Tuesday  
Academic Writing Part 2  
**Read** Janda 9
- M 2/13     Academic Writing Part 3, Founding Fathers 1775-1826  
**Read** Janda 1, 2
- W 2/15     The Constitution – Hamilton, Federalists, and Anti-Federalists  
**Read** Janda 2, 3
- M 2/20     The US Constitution part 2, Washington and Adams Administrations, 1796  
**Read** Janda 3
- W 2/22     Jefferson to Jackson (Fast survey!) Elections -1828    Especially 1824.  
Canvas Activity video: An Empire of Reason      **Read** Janda 4  
**Watch** [https://www.youtube.com/watch?v=GV1G8\\_CzJhs](https://www.youtube.com/watch?v=GV1G8_CzJhs)
- M 2/27     Federalism (very brief, so read Janda 4)  
The Electoral College, Problem Elections 1796, 1824, 1876, 1888, 2000, 2016  
**read** Janda 5,6

- W 3/1 The Party System up to the Civil War and Reconstruction Era  
**Read Janda 8**
- M 3/3 CA admission, slavery, the gag rule, Southern advantages in Congress  
**Read Janda 10**
- W 3/8 Checks and Balances and the Impeachment of Andrew Johnson  
**Read Janda 11**
- M 3/10 review or catch up day
- W 3/15 MIDTERM EXAM
- M 3/17 Congress, How it Works, passing bills into law, log rolling, Pork  
**Read Janda 11**
- W 3/22 Congress Activity  
**Read Janda 20**
- M 3/27 – F 3/31 **SPRING RECESS**
- M 4/3 Reconstruction and Amendments XIII, XIV, XV, Plessy v Fergusson  
**Read Janda 15**
- W 4/5 Powers of the President, Separation of Powers, Separation of Church and State  
**Read Janda 12**
- M 4/10 Courts, The Courts vs. FDR and the New Deal, SIX+ critical Court Cases (Marbury, Dred Scott, Plessy, Brown, Engel, Lawrence, maybe Schenk)  
**Read Janda 14**
- W 4/12 Special Interest Groups XVI Amendment  
Progressive Era WI + CA lead the way (LaFollette, Johnson, TR)  
**Read Janda 8-9 (selections)**
- M 4/17 Getting elected to Congress, a history of the Senate  
1912 and 1916 elections CA reelects Wilson  
**Read Janda 10 - 11**
- W 4/19 Freedom of Speech Zenger to Flag Burning  
**Read Janda 14-15**  
**Bring term paper to class for exchange**
- M 4/24 The 1960s: Internal Revolutions (Civil Rights, Feminism, Vietnam, Nixon)  
**Read Janda 16**  
**Term Paper Due**

W 4/26	Elections of 1960-68, 1968, 1948, 1912, and 1860 compared <b>Read</b> (online) Election of 1860, of 1968,
M 5/1	Why 1976 failed to realign Dem v Rep, Carter to Clinton 1976-96 1992: Year of the Woman and CA in transition to Blue
W 5/3	Obama shakes up the alignment of Red and Blue 2008, 2012
M 5/8	Swing states, Bellwether states, and electoral fraud (again), Karl Rove
W 5/10	Catch Up (exam 2 not scheduled)
M 5/15	Last day of instruction: Review for Final Exam
W 5/18 – W 5/24	FINAL EXAMS
MW 3:00 class	Wednesday, May 24 1215-1400 (almost the last exam)

### Term Paper Hist Poli Sci 15 B

1. Examine a recent Presidential Elections (2000 – 2016) and explain why a candidate (from the list below) lost either the nomination or the general election. You are an advisor who wants to save the campaign – if only the candidate listens to you. You are allowed to use real events and historical facts from the election in your paper as if you are predicting them, so you can use hindsight to make your argument. Choose ONE of the following:

2000 in the primaries **Bradley** lost to Gore;  
**McCain** lost to Bush

2008 primaries: **Clinton** lost to Obama;  
**Romney** lost to McCain

2016 primary: Sanders lost to Clinton OR Cruz or Bush lost to Trump  
General Election:

What could have saved **Gore** (2000) **Kerry** (2004), **McCain** (2008), or **Romney** (2012)

Best resource:

- *The Election of 2012*
- *The Election of 2008*
- *The Election of 2004*
- *The Election of 2000*

2. Why has no third party elected a president since 1860? There have been a few Third Party movements in the US: Reform Party of Ross Perot in 1992-2000; Southern segregation parties in 1948 and 1968 (but not in between), Progressives in 1948, 1924, and 1912. None were long lasting. How do the two parties work against a third party? Is this democratic? Fair? Good or bad? John Anderson ran an Independent campaign in 1980, and he best sums up the challenges any Third Party faces. (I have read Bisnow – and it is a big help)

- *Bisnow, Mark (1983). Diary of a Dark Horse: The 1980 Anderson Presidential Campaign.*

- *Mason, Jim (2011). [No Holding Back: The 1980 John B. Anderson Presidential Campaign \(Links to an external site.\)](#).*
- *Amy, Douglas J. *Real Choices / New Voices* (2002).*

3. In 2030, after a big series of civil wars in the Middle East, President Tim Kaine admitted 1,200,000+ devout Muslim refugees from rural Syria, Libya, Yemen, and Tunisia and settled 120,000+ each in big, empty states – Idaho, Montana, Utah, Wyoming, Oregon, and Nevada. YOU are now president in 2034. These new voters (they took the legal path to citizenship) are firmly opposed to letting women vote and drive, oppose any gay rights (and start an initiative to overturn *Lawrence v Texas*), and want to install Islamic school prayer in public schools. The female devout Muslims actually cast their first and last vote to take away the right to vote from women in Propositions and Initiatives! What will be the local reaction? How will it change the local political shake-up? Currently liberals are in favor of letting in refugees, and conservatives oppose – but how will liberals react to the roll back of women’s and gay rights? How will locals respond to the influx? Yesterday the Utah legislature (a Muslim-Mormon coalition) voted to ban abortion and prohibit female public consumption of alcohol - effective Friday. What will you as President do? Consider the balance between free expression and the equal protection. Do not the refugees have the right to express themselves? How will you handle this? Make sure your solution is *legal* and financially affordable. Absurd solutions like “bomb those states” will get you impeached and a failed paper. BE SENSIBLE and do not violate the Constitution (or not too much).

4. Assess the strengths and weaknesses of our Presidential election system with its primaries and caucuses (mostly proportional in Democratic party prelims, winner take-all for Republicans in some states). Is it good that Iowa and NH go first? Why and why not? What should change and what should be preserved? Why is change hard to make happen? Who (why) resists change? Should primaries be open, closed, semi-open? Why? Is the fact that caucuses are way less expensive a reason to have caucuses or are primaries better? What is the goal in a primary, since sometimes as much as 35% of the eligible voters participate (compared to ~10% for a caucus?) Should only people who care be entitled to decide or is it a good thing to let people with a small commitment to the nation be in on the process? Our system is the way it is because people are indifferent and many vote against their interests. Why does this happen?

Make use of Thomas Frank, *What’s the Matter with Kansas?* (2005).

5. The Electoral College will receive a great deal of scrutiny now that a fourth election has allowed the second place finisher in the popular vote to win the Presidency. Many advocates argue in favor of replacing the Electoral College to allow the popular vote winner to be the new President. Explain why Hamilton and the other Founding Fathers decided the Electoral College was the best solution. What did they want to prevent? Of what were they afraid in 1787, and what did politicians in the 19<sup>th</sup> century fear, since they also declined to alter the system after two elections (1876 and 1888) where the #2 candidate won?