

San José State University
History/Political Science 15A–1:
American History & Government
Hist 15A-1, M/W 9:00 to 10:15 am – DMH 150
Fall 2014 Semester
Team-taught by

Professor:	Iris M Jerke (History)	Constantine P Danopoulos (PoliSci)
Office Location:	DMH 321	Clark Hall 402E
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Office Hours:	M 12:00 to 1:00 pm during the history sequence and per email. Emails will be answered from M to Th from 9 am to 5 pm.	Mondays: 12:00 to 12:30 pm during the political science sequence
Class Days/Time:	M/W 9:00 to 10:15 am	M/W 9:00 to 10:15 am
Classroom:	DMH 150	DMH 150
GE/SJSU Studies Category:	US 1-2-3; D 2 -3	US 1-2-3; D 2 -3

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and take-home exams may be found on Professor Jerke's faculty web page for their specific assignments at <http://www.sjsu.edu/people/iris.jerke> 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 (US1-2-3). It also fulfills six credits of the Social Sciences requirement in Core GE (D2: Comparative Systems and D3: Social Issues). You must complete and pass 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.

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

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. describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students will be asked to analyze certain subtopics.
2. place contemporary developments in cultural, historical, environmental, and spatial contexts;
3. 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;
4. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues;
5. recognize the interaction of social institutions, culture, and environment with the behavior of individuals;
6. compare and contrast two or more ethnic groups, cultures, regions, nations or social systems;
7. apply multi-disciplinary material to a topic relevant to policy and social action at the local, national and/or international levels;
8. demonstrate knowledge about colonialism and conquest, the American Revolution, the New Nation, slavery and anti-slavery, reform movements, Jacksonian Democracy, the Civil War, Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the civil rights movement, mobilization of minorities, new feminism, women and gender relations from the colonial period to the present, the history and experience of racial and ethnic minorities, emigration to the United States and the experiences of these immigrants to this country, and patterns of race and class relations;
9. Students will be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe:
 - a) 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 should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
 - b) the links between the people and government, including participation and voting, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process and the maintenance of order, and the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors of society; and

- c) the operations of California government the, 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.
10. Students should also be able to:
- a) Identify the tools of political action and collective decision-making at the local, state, national, and global level; and
 - b) Articulate the values and assumptions that inform their civic engagement.

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)

I am inviting you to Globalyceum to access and purchase the texts and curriculum materials for this course section. The cost of these materials is \$39.99. The unique number for this section is **IV675VSJ**. I have sent Globalyceum emails to all students in this section using the email address you have registered with the college. Whether you have received this email or not, go to www.Globalyceum.com and register with this unique section number, verify your browser, and subscribe to the section. **MAKE SURE YOU ARE REGISTERING INTO THE RIGHT SECTION. DON'T USE ANYBODY'S ELSE CODE. YOU WILL NOT BE ABLE TO SEE YOUR ASSIGNMENTS, QUIZZES, FINALS, IF YOU ARE REGISTERING INTO THE WRONG SECTION.**

Textbook (Political Science)

Benjamin Ginsberg, Theodore J. Lowi and Margaret Weir, *We the People: An Introduction to American Politics*, Shorter 9th ed. (W.W. Norton 2009) ISBN 9780393932676 (for use in Fall & Spring semesters)

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 should come to each class prepared by having done the assigned readings. Lectures and discussions are meant to facilitate learning the course materials. You, however, have the responsibility to finish the assigned readings before class.

In class, each student should make regular and meaningful contributions to the discussion. If you have a question, raise your hand and the instructor will call on you right away. The in-class discussions and lectures will often 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 will always be time for questions, comments, and discussion at the end of class as well.

Classroom Protocol

IMPORTANT: 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, don't be late. Sit quietly, and refrain from eating, sleeping, talking, whispering, passing notes, surfing the web, doing email, or using your cell phone.
- Opinions and discussions should be presented in a respectful manner. You should 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! Because the university bases its information on science and rational thought, conclusions will rely on evidence.
- It is expected that you 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 your assignments on time. For each day you turn in your paper late Professor Jerke will take off 5 points.

IMPORTANT – Late Assignment Policy:

- We do NOT accept late assignments nor do we allow make-up exams unless there is a VITALLY compelling reason to do so. This exists only when you can provide us with a valid reason BEFORE THE EXAM/ASSIGNMENT DATE BY EMAIL OR PHONE as to why you cannot complete the assignment on time, or take the exam at the scheduled time. 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. Even if you have a valid reason for missing an exam or assignment, the professor reserves the right to subtract points for late work.
- NEITHER INSTRUCTOR WILL ACCEPT ANY WORK ELECTRONICALLY UNLESS SHE/HE 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](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at 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 ASSIGNMENTS AND EXAMS: You will be required to take seven online quizzes (20 points each; the lowest quiz will be dropped; missed quizzes cannot be made up) and one online final exam; quizzes (consisting of questions from lecture and weekly assigned audio lecture slides presentations) and the final exam (consisting of questions from lecture and weekly assigned readings) will be posted and taken on GLOBALYCEUM (EXCEPTION: SHOULD WE EXPERIENCE PROBLEMS WITH THE PROGRAMS TESTING WEB SURFACE I WILL GIVE OUT PAPER TESTS AND YOU NEED SCANTRONS 882-E). The final exam will consist of multiple choice and/or true/false questions. The final will be comprehensive; it will cover all material (except lecture slides) from the semester. To fulfill the writing requirement for this course you will examine and describe key terms from a provided list.

POLITICAL SCIENCE PAPERS, EXAMS AND ASSIGNMENTS: In the POLITICAL SCIENCE portion of the course you will be required to take a midterm and a final examination. Both will consist of multiple choice and short-answer questions. Scantrons will be required for all exams (details provided by professors in class). In addition, you will be required to take five quizzes at 10 points each. Quizzes will consist of short answer questions and will be drawn from the assigned weekly reading (textbook reading) as well as the lecture material. Quizzes will be given on Wednesday. You will be allowed to drop the lowest of the six. Quizzes cannot be made-up.

Student grades will be determined by the following:

7 History Class Participation (weekly in-class quizzes)	120 points
History identification of key terms (10/13/2014)	100 points
History Final Exam (10/20/2014)	180 points
Political Science Midterm (11/19/2014)	110 points
5 Political Science Quizzes	40 points
Political Science Final (12/16/2014)	<u>150 points</u>
Total	700 points

With 700 points possible in the course, your average score at the end of the semester will be your total number of points divided by 7. Your final letter grade will then be determined according to the university 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 15A-1, American History & Government, Fall 2014
Course Schedule**

History Sequence

1	8/25 8/27	<p>Class introduction</p> <p>Reading: Europe, Africa, and the Americas, 1450-1607 read: Europe and the Americas (introduction, section 1: Why cross the Atlantic?; section 2: Initial encounters; section 3: Indigenous cultures) QUIZ 1: watch lecture slides COLUMBUS AND VESPUCCI; take quiz on GL</p>
2	9/1 9/3	<p>LABOR DAY – NO CLASS</p> <p>Reading: The Colonial World, 1607-1750 read: Colonial America (introduction, section 1: Cataclysmic Population Changes: Red, Black, and White; section 2: the Rapid Rise of New White Economies and Societies; section 3: The Kaleidoscope of Colonial governments) QUIZ 2: watch lecture slides GENTILITY AND REVIVALISM; take quiz on GL</p>
3	9/8 + 10	<p>Reading: Old and New World Slavery, 1607-1860 read: The South (introduction, section 1: Rise of Cotton Economy and the expansion of Slavery; section 2: Social Structures and Hierarchy of Plantations; section 3: Late Antebellum Period and Civil War 1850-1863) QUIZ 5: watch lecture slides THE WAR WITHIN; take quiz on GL</p>
4	9/15 + 17	<p>Reading: The American Revolution and Constitution, 1750-1790 and read: The American Revolution ... (introduction; section 1: “A Mighty Empire”; section 2: The Patriots; section 3: A Civil War) QUIZ 3: watch lecture slides THE REVOLUTIONS IN THE WEST; take quiz on GL</p>
5	9/22 + 24	<p>Reading: The Early American Republic, 1790-1865 read: The Early American Republic (introduction; section 1: What then is the American, this new man?; section 2: The US and “The Foreign world”; section 3: Filling up the canvas of America) QUIZ 4: watch lecture slides THE NEW ROME; take quiz on GL</p>
6	9/29 + 10/1	<p>Reading: The North, 1815-1860 read: The North (introduction; section 1: Development; section 2: Democracy; section 3: Dilemmas) QUIZ 6: watch lecture slides FREE PEOPLE OF COLOR AND CITIZENSHIP; take quiz on GL</p>

7	10/6 + 8	Reading: The Impending Crisis, 1846-1860 read: The West (introduction, section 1: Many American Revolutions; section 2: Worlds in Motion; section 3: Empires, Nations, and Theocracies) QUIZ 7: watch lecture slides BLOOD AND SOIL; take quiz on GL
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HISTORY KEY TERM IDENTIFICATIONS DUE ON 10/13

8	10/13 + 15	Reading: The Civil War, 1860-1865 read: (introduction and section 1: The Civil War)
9	10/20	HISTORY FINAL EXAM

Political Science

Week	Date	Topics, Readings, Assignments, Deadlines	
10	10/22 Wednesday	Comparative Perspectives on Politics	no reading
11	10/27 Monday	Comparative Perspectives, cont.	
	10/29 Wednesday	Comparative Perspectives, cont.	QUIZ #1
12	11/3 Monday	American Political Culture	Read Ginsberg, Ch 1
	11/5 Wednesday	Culture - continued	QUIZ #2
13	11/10 Monday	The Constitution	Read Ginsberg, Ch 2
	11/12 Wednesday	The Constitution, continued	QUIZ #3
14	11/17 Monday	Federalism	Read Ginsberg, Ch. 3
	11/19 Wednesday	MIDTERM EXAM	
15	11/24 Monday	Civil Liberties	Read Ginsberg, Ch 4
	11/26 Wednesday	Civil Liberties, continued	QUIZ #4
16	12/1 Monday	Civil Rights	Read Ginsberg, Ch. 5
	12/3 Wednesday	Civil Rights, continued	QUIZ #5
17	12/8 Monday	US Foreign Policy	No reading assignment
	12/10 Wednesday	US Foreign Policy, continued	

Final

Final Exam	12/16/2013	From 7:15 am to 9:30 am in DMH 150 Political Science FINAL
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History Contract between Student and Professor Jerke

Over the last 10 years I have seen a decline of students accountability, responsibility, and respect in regards to coursework and teaching professionals.

Here are some points you don't want to take seriously:

- I will reward students with 5 EC points if you have a functioning stapler in your backpack at any given time.
- I will reward students with 5 EC points if they have a physical pocket dictionary in their backpacks at any given time.
- I don't allow computer use in my classroom, except DRC students.
- Papers, midterms, and finals, or any other assignments are due when announced (time and location). It is your choice to be late or not to understand your assignments. It is my choice not to accept any late work except in case of an emergency (verification needed).
- You are never to drop any papers or scantron's under my office door or put it into the box outside my office door. I will not accept work that way.
- You are not to drop off your material in the history office unless I specifically give instructions to do so.
- I don't accept any electronic papers. I am not a printing office. You are responsible for having sufficient paper and ink at hand or you can go to any of the print shops on campus.
- If you don't understand an assignment - see me during my office hours or email me during the times given, not at 2 am on a Sunday morning before papers are do. Don't ask for a "second chance" after you failed an assignment but didn't see me during office hours before the due date discussing the process of the assignment.
- I will reward you with 5 points EC if you make an effort to see me during my office hours this semester.

Signature and Date

Print page twice; I'll collect the signed copy during the second week in class.