

Poli Sci 15B section 11 Fall 2017 – 3 units

Section 11 Tues Thurs 3:00-4:15 DMH 149A

Section 14 Tues 6-8:45 HGH 116

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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 presidential elections – 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

Textbook: **Kenneth Janda**, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, *The Challenge of Democracy*, 2014, 13th (or newer) Edition. Wadsworth Cengage Learning, ISBN-13: 978-1-133-60233-0.

The textbook is available for purchase at the Spartan Bookstore.

Other Readings and Activities

Some 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

 see <http://www.sjsu.edu/gup/syllabusinfo/index.html>

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 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 <http://www.sjsu.edu/senate/docs/S12-3.pdf>. For this course, you will be required to take midterm and final exams and write a ~1500-word paper – about 7 pages.

Course Requirements and Assignments

Most students like the UC Berkeley model ONE midterm, ONE final exam, ONE term paper, and a few additional points for several small writing assignments.

EXAM #1 (100 points): Tests will consist of 10± Fill in the Blank questions, 10± How or Why questions, and a map of the US to identify states and their voting pattern. Students choose to answer as many as they can (one need not answer all to earn a 100%). It will cover the assigned chapters in the textbook, lecture, and the Canvas readings and activities for Weeks 1-6. The test is out of 33 and one's score will be multiplied by 3 to reach 100. By answering extra questions a student could earn 100+ points. The exam takes ≤ 40 minutes. **The midterm will assess GELOs 1-2.**

FINAL EXAM #2 (200 points): a bigger version of the above, emphasizing the material for the second half of the class, but it is a cumulative exam. **It will assess GELOs 1-2.**

TERM PAPER (100 points): You should choose one of four pre-assigned topics (at end of syllabus) to research a 6-7 page paper (1250 words or so). You will describe and critically evaluate the issue and describe why your own position on this issue is legal/legitimate and probably propose a new reading or a sound policy change.

Students are expected to write in a professional, college manner. A paper full of grammar errors will fatally injure the class grade. Your first boss will fire you if you turn in a badly written report that *seems* to advise clients to sell not buy. Your HS should have taught proper writing skills and rules. If it did not, you should be angry at them.

The Paper is due after Thanksgiving break ~12-1-17. **It will assess GELOs 3-6.**

Grading Policy

Your course grade will be determined by the points you earn on Exam #1, Exam #2, in class points, the Policy Paper, and the Canvas Activities.

You are responsible for your grade with few opportunities to accumulate points, BUT the exams are not /100 so much as however many points you can earn. Some past students have earned 121/100 on the midterm. At the same time, one should not blow off the few 5 point assignments, because it will cause pain should one accrue only 3/15 on the little units.

EXAMS & ASSIGNMENTS ASSESSED	POINTS POSSIBLE	GELOs
EXAM #1	100 POINTS	GELOs 1-2
EXAM #2	200 POINTS	GELOs 1-2
PAPER	100 POINTS	GELOs 3-6
CANVAS ACTIVITIES & other	≤ 100 POINTS	GELOs 1-2
≤ 500 TOTAL POINTS POSSIBLE		

At this moment we estimate that the class will have 500 points, but it is possible we will have as few as 450 (a number ending in 0 is easier for math).

Students often achieve a grade of A+ in **Poli Sci 15** due to the format of the tests (answer all you know). My class of 34 in Spr. 2016 had 2 As and 9 A+ grades. We will apply the formula that 80-82.5 = B-; 82.5-87.9 = B; and 88.0 – 89.9 = B+, applied correspondingly to the grades for A and C and D. Thus, 399/500 = 79.8% which is the highest C+.

Attendance is a very strong contributor to your grade, because **so much** testing comes from lecture. University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states.

“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.”

In 2016 a student determined that every class they missed or attended was 3 points on the midterm. Thus, missing four lectures costs 12 points on the exam.

This course must be passed with a D- or better as a CSU graduation requirement (** subject to change if the Academic Senate or Political Science Dept. changes the policy).

Classroom Protocol and Electronic Device Policy

Come to class on time and remain in your seat while class is in session. Refrain from talking, texting, computer games, or other disruptive activity. Do not interfere with other students' learning. If you have a question during class, raise your hand right away.

Turn off or mute ALL electronic devices such as phones and PUT THEM AWAY when you arrive. Do not use ANY electronic devices in class without written permission. Do NOT send or receive messages in class.

By taking this class, you agree to loan me your phone and/or lower your grade for using it during class. Use common courtesy always. I hope I do not need to explain to you not to leave the room during class to send or receive messages or phone calls. Remain in your seat while class is in session. You CAN take pictures of the board after class.

Recording of Lectures

SJSU Academic Senate Policy S12-7: "...You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. ..."

You may record my lectures for study use, but do NOT upload or post the lectures or any other course material (we must respect university policy fine print). *If you want to record classes, bring your device up front so your sound quality will be better.*

Helicopter Parents: It is illegal for an instructor to discuss a student's grade with meddlesome parents. If you fear you have a helicopter parent, warn your parent in advance that I claimed I would fail a student whose parents call me to discuss (illegally!) their child's grade. I can say more about this in class if anyone has a meddlesome parent.

UNIVERSITY POLICIES

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 at <http://www.sjsu.edu/gup/syllabusinfo/>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> and the Add/drop deadlines policies at http://www.sjsu.edu/provost/services/academic_calendars/. **Weds. 6 Sept.** is the last day to Drop a Class without a "W" grade. **Weds. 13 Sept.** is the last day to add.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

If you cheat, I am obliged to report you. Every year I have one (usually plagiarism). I would appreciate not going through the pleas and tears, so please be true to yourselves and do your own work. In Spring 2017 I had three cases of plagiarism in 15B. I asked the university to expel the students.

Changes to the Syllabus

This happens every semester. I will give you fair notice in lecture. If you do not attend, you are still responsible. I also send change announcements through Canvas (<http://www.sjsu.edu/at/ec/canvas/>).

Fine Print

Go to <http://www.sjsu.edu/gup/syllabusinfo/index.html> for details regarding

- Campus Policy in Compliance with the American Disabilities Act
- Accommodation to Students' Religious Holidays
- SJSU Counseling and Psychological Services
- SJSU Writing Center

If your HS let you down and did not teach you what makes a full sentence, hurry down to the Writing Center and learn to improve your writing. Writing beneath college standards will likely receive an F for ¼ of the grade in this class and kill your chances of getting a B. If my 8th grade English teacher would fail it, I will too. You need to graduate from SJSU with a clear command of formal English so that you will not be fired from your first job.

The Term Paper:

The Term Paper is worth 100 points. You are expected to write in full sentences like a professional. You choose one topic from the list below.

1. Examine a recent Presidential Elections (2000 – 2016) and explain why a candidate (from the list below) lost either the nomination (in the primaries) or the general election. You can assume the role of the advisor who can give crucial advice and save the campaign – if only the candidate listens to you. Since you KNOW the outcome, so you can use knowledge to make your argument.

Choose ONE of the six following:

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

2008 primaries: **Clinton** and **Edwards** lost Obama; **Huckabee** and **Romney** lost to McCain

2012 primaries: **Gingrich** and **Santorum** lost to Romney

General Election:

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

Use one of the following resources.

Gerald M. Pomper, *The Election of 2012*

The Election of 2008

The Election of 2000

Romney lost

McCain lost

Gore lost

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.*
- *Amy, Douglas J. (2002). Real Choices / New Voices*

3. In 2022, after a big series of civil wars in the Middle East, President Nancy Pelosi admitted 60,000+ conservative Muslim refugees from rural Syria, Libya, Yemen, and Tunisia into Idaho, Montana, Utah, Wyoming, Oregon, and Nevada, each. That is a lot of new voters (they get to be citizens). These pious 300,000 voters are firmly opposed to letting women vote and drive, oppose any gay rights, have started an initiative to overturn *Lawrence vs. Texas*, and want to install Islamic school prayer in public schools. Legislators in Utah just illegalized abortion and female consumption of alcohol. Can (should?) the statewide female ban of alcohol (a Muslim-

Mormon coalition) be overturned? Do not the refugees have rights to express themselves? What will be the local reaction? How will it change the status quo in each state? In 2017 liberals favored admitting refugees, and conservatives opposed – but how will liberals react to the roll back of women’s and gay rights? As the Attorney General, YOU became president in 2039 after influenza killed the President, VP, SoH, and higher members of the Cabinet so that you now sit in the Oval Office. How will you handle the tension between free speech and civil liberties? Make sure your solution is *legal* and financially affordable. Absurd solutions like “bomb them” will get you assassinated and a fail grade. BE SENSIBLE and do not violate the Constitution.

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? Read at least two of...

- Thomas Frank, *What’s the Matter with Kansas?* (2005) and/or
- Ari Berman, *Give us the Ballot - The Modern Struggle for Voting Rights in America* (2015)
- Kurt Andersen, *Fantasyland: How America Went Haywire: A 500 Year History*
- Kurt Andersen, “How America Lost Its Mind,” *The Atlantic* (Sept. 2017)

For all papers you write ...

Make sure you write the paper in full sentences with COLLEGE level professionalism.

Do not write with ...

- contractions You should use not instead of n’t (‘ve etc. all bad)
- Slang or abbreviations or informal English
- Mistake homonyms like to/two/too there/their rain/reign its/it’s etc
- Endnotes. Use Footnotes

DO write

- In full sentences only
- capitalize proper nouns (and do not capitalize regular words)
- put books and newspapers in *italics*, articles “in quotes”
- Footnote every quote (use quotes sparingly. Max 3 per 2 pages)

Schedule

* * After 22 August, you are to do the reading before you come to class. * *

(TUES 6pm class will hold the TH unit at 7:30 each Tues night)

Tu 22 Aug	First Day of Class, Introduction	read Janda, Chap. 1 for next week
Th 24 Aug	Academic Writing and the Election of 2016	

Tu 29 Aug	Academic Writing and Greco-Roman thought on plural rule in government	Janda 2
Th 31 Aug	(Canada Conference) <i>A More Perfect Union</i> http://video.pbs.org/video/2365006249/ read Janda, Chap. 3	
Tu 5 Sept	Drafting the US Constitution and the American Revolution	Janda 3-4
Weds. 6 Sept. is the last day to Drop a Class without a "W" grade		
Th 7 Sept	Problems with the Articles of Confederation	Janda 4-5
Tu 12 Sept	Federalism	Janda 5-6 Assignment on <i>A More Perfect Union</i>
Th 14 Sept	Elections of 1789-1796, the Realignment years	Janda 7
Tu 19 Sept	Adams, Jefferson, Hamilton, Burr, and the Election of 1800	Janda 9
Th 21 Sept	“The Virginia Dynasty” differing visions of America, Madison v Marbury	
Tu 26 Sept	Manifest Destiny: the Louisiana Purchase to 1898, Jefferson’s Dilemma vs. McKinley’s conscience; Bernie Sanders’ campaign	
Th 28 Sept	Elections of 1824, 1828, Jacksonian America	
Tu 3 Oct	More on the Electoral College, early small third parties – 1860	Janda 7-9
Th 5 Oct	CALIFORNIA and the crisis of slavery The House and Senate	Jandda 10, 11
Tu 10 Oct	Powers of the President and the system of Checks and Balances	Janda 12
Th 12 Oct	extra time to catch up	
Tu 17 Oct	Likely date of the Midterm	
Th 19 Oct	Powers of Congress	Janda 11
Tu 24 Oct	Student Congress Activity	Janda 13
Th 26 Oct	Impeachments: Johnson, Clinton, Trump	
Tu 31 Oct	The Supreme Court from 1801-1938, CALIFORNIA in 1860-1931	Janda 14
Th 2 Nov	The Election of 1876, 1896, Karl Rove, 1912	
Tu 7 Nov	The Election of 1916, 1928, 1932 FDR and the New Deal California and the Election of 1916, Progressive movement in CA, Gray Davis’ recall	
Th 9 Nov	Freedom of Speech in the USA 1796-1976	
Tu 14 Nov	The US and World War II The Japanese Internment in California	
Th 16 Nov	Civil Rights and the Vietnam War movement	
Tu 21 Nov	Gay Marriage and recent progressive motions	
Th 23 Nov	Thanksgiving no class	
Tu 28 Nov	Election of 1960, 1968, 1976-88	
Th 30 Nov	Clinton 1992, 1996, Gore v Bush 2000	
Tu 5 Dec	Obama’s revolution	
Th 7 Dec	(our last day) Review	

Monday December 11 Last Day of Classes

OUR EXAMS:

3pm TT: Thursday, December 14 14:45-17:00

6pm Tues: Tuesday, December 19 17:15-19:30 last exam of the term