

Poli Sci 15 sec. 13 American Government SPR 2018

Dr. Gaius Stern Gaius.stern@sjsu.edu

Spring 2018 – 3 units

Instructor: Dr. Gaius Stern
Class Time: DMH 348: MW 3:00 - 4:15pm (sec. 13); 4:30 - 5:45 (sec. 14)
Email: Gaius.stern@sjsu.edu
Office Hours and phone: Clark Hall 404K 5:45- 6:45 MW, 408-924-5567
GE/SJSU Studies Category: US2, US3 & D3

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 recent and next 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 his policies and leadership ability. This class is an introduction to political science (US & CA 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 1200+ word Policy Paper assignment.**
4. **GELO 4 (D3):** 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. **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

Kenneth Janda, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, *The Challenge of Democracy*, 2014, 12th Edition. Wadsworth Cengage Learning, ISBN-13: 978-1-133-60233-0
 Larry Gerston & Terry Christensen, *California Politics and Government: A Practical Approach*, ISBN 9781285874524

Recommended: Michael Wolff, *Fire and Fury: Inside the Trump White House* (2018) and/or
 Joshua Green, *Devil's Bargain: Steve Bannon, Donald Trump, and the Storming of the Presidency* (2017) ISBN 978-0-7352-2502-2

The required textbooks are available for purchase at the Spartan Bookstore.

Other Readings and Activities

Online activities Most weeks of the term, the outlines for the units will be posted on Canvas, and Canvas notifies students of it through the sjsu.edu address. These activities provide historical perspectives on certain key topics in U.S. and California government and politics. Some of the posts are assignments to read, some are assignments, some are outlines of lecture.

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 take exams and write a 5-7 page (~1500-word) paper.

Course Requirements and Assignments

Midterm(s) (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 1-6 and 7-9. **It will assess GELOs 1-2.** You will see an example midterm in Gaius format before the Midterm.

Final: (200 points) will consist of under 50 questions. It will cover the assigned chapters in the textbook, and the Canvas readings and activities for Weeks 5-8. **It will assess GELOs 1-2.**

NOTE: a student may earn 119% on these exams.

Policy Paper (100 points): For this assignment, you should choose from four paper topics, research it, and critically evaluate both the problem and any proposed policy changes. Finally, you might describe your own position on this issue and at least one action you could take to improve it. The Policy Paper is due on 28 April. **It will assess GELOs 3-6.**

Writing

It is a **requirement** that you write in full sentences in correct English. Papers written in non-English will receive an F, making it impossible to earn an A or B in the class. Students will write in a formal, college standard. If your HS failed to teach formal writing, you have a heavy obligation to yourself to learn. Avoid using the passive, avoid slang, avoid contractions in formal writing. Do NOT measure people in amounts; people are not sugar. People are measured in numbers and groups. Singular subjects require singular verbs. Do not confuse homonyms (to, two, too; its, it's; rain, reign; throne, thrown; etc.). Capitalize ALL proper nouns and adjectives: American, French, President of the USA, but president of the CSU system. Never write american or united states. A guide to proper writing is on Canvas, and we will do two or three exercises to improve your writing. Learn how to use 's because this error especially angers literate people, **never** use 's just to show a word is plural: ~~potatoes cost \$.99/lb.~~

Plagiarism

The CSU system considers the act of turning in someone else's work as your own as cheating and rewardable with an F for the assignment or class. Some offences warrant expulsion from CSU. Anytime you paraphrase or quote a source (book, magazine, website, etc.) you **MUST** footnote the source. Failure to do so = cheating. Every string of five or more consecutive words must be cited with " " and a FN.

Congress Activity

After the first Midterm, students will legislate as a Congress and pass bills into law as do CA lawmakers on issues ranging from the weight of the final exam, term paper, and other. The final exam asks students to explain how a bill becomes a law. This is a 20 point activity.

Grading Policy

Your course grade will be determined by the points you earn on Midterm(s), the term Paper, the Final, and other small activities. If you do not pass the final exam (i.e. you earn lower than 60) you will not pass the class and will receive an F. Grades are allotted with A+, A, A-, etc. based on a 10% system. Most semesters there are more A+ than As, but more Fs than A+s or As.

Grades are not curved, for that would push down A students to a B range. The point breakdown from Fall 2017 (class had 460 points):

(98.1%) Over 450 **A+** 450-422 **A** 421-416 **A-** 415-407 **B+** 406-379 **B** 378-370 **B-** etc.

Four of the 41 students in Section 11, Fall 2017 did not bother to take the final (and I told three students who had over 100% they need not take the final to earn an A+ in the class). The grade breakdown -

7 **A+** 2 **A** 2 **A-** 1 **B+** 6 **B** 1 **B-** 3 **C+** 0 **C** 1 **C-** 1 **D+** 2 **D** 0 **D-** 11 **F** (4 F no final)

NOTE that [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) at <http://www.sjsu.edu/senate/docs/F15-12.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. Someone pays over \$60/hr for you to take each class at SJSU. If you play on the phone during class, you are burning their \$60.

Agreeing not to use your phone in class is a requirement for taking the class. You can take pictures of the board after class ends (daily).

Computers: do not use a computer w/o permission because it distracts everyone behind you. What you *should* do is take notes by hand and type them into a computer after class is over. By writing the material twice, you remember it better (Berkeley learning study says this is better for retention of material).

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. Such permission allows the recordings to be used for your private, study purposes only. ... Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly ... without instructor consent.”

You may record lecture for personal use. *If you do record, bring your device up front* to improve the sound quality. The class will benefit from having a course secretary(s) who uploads the lectures to Canvas.

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. A student calculated that each lecture is 3 points on the exams. These websites may help you get the most out the readings and lectures.

http://college.cengage.com/polisci/janda/chall_dem/10e/site_index.html
<http://uspolitics.org/student/mcitemsstudent.html>

UNIVERSITY POLICIES

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](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. The last day to drop w/o penalty is 2/28.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Academic integrity

Your enrollment at San Jose State University signifies your dedication to honest work and learning. The [Academic Integrity Policy S07-2](#) 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](#) is available at <http://www.sjsu.edu/studentconduct/>.

If you cheat, I am obliged to report you.

Schedule **Read the assigned chapter before you come to class for each unit after 1 Feb.**

W 1/24	Intro to class, Greek Political theory, formal writing, Read Course syllabus, MAPs 1992-2016 Assignment
M 1/29	formal writing, American Revolutionary ideas Read Janda 1 Memorize the 50 States Proof writing assignment Hodl #1
W 1/31	Founding Fathers 1775-1826, 4+ Parties: Federalists, D-Rs, Whigs, Dems NJ Plan, VA Plan, the Great Compromise, the 3/5ths Compromise, Read Janda 2
M 2/5	Articles of Confederation, The US Constitution Writing exercise #2 Read Janda 3 <i>Last Day to Drop Courses Without W</i>
W 2/7	GW as President, – Hamilton, Federalists, and Anti-Federalists Read Janda 4
M 2/12	Election of 1796-1820, Some Problem Elections (Part 1) 1800, 1824, Read Janda 3-4 Canvas Activity video: <i>An Empire of Reason</i> Watch https://www.youtube.com/watch?v=GV1G8_CzJhs

- M2/16 Jeffersonian and Jacksonian Democracy – hypocrisy of slavery, Haiti
Consequences of the 3/5ths Compromise,
Read Janda 5,
- W 2/14 3 Separate, unequal Branches of Gvt . Separation of Powers, Presidential
incursions on the other two: Jackson, Lincoln, Andrew Johnson, FDR, Nixon,
Read Janda 6, and skim 14
Canvas Activity video: *A More Perfect Union* <http://video.pbs.org/video/2365006249/>
- M 2/19 Slavery Divides – Texas annexation, CA joins the Union, Compromise of 1850
read Janda 7
- W 2/21 Catch up day & the big fuss over Dred Scott, slavery, and Haiti
read Janda 7-8 **Video Activity Due**
- M 2/26 The Party System of the Civil War and Reconstruction Era
Read Janda 8
- W 2/28 Lessons from the Impeachment of Andrew Johnson: think Nixon, Trump
Read Janda 9 withdraw with W deadline
- M 3/5 Congress, How it Works, pass laws, getting elected Senator before 1914
Read Janda 10
- W 3/7 Powers of the President, Electing the President before 1896,
Read Janda 11
- M 3/12 Review Day or Third Parties of the late 1800s, CA state gvt
Read Janda 12, Gerston 1-2
- W 3/14 MIDTERM
- M 3/29 Problem Elections 1860, 1876, 1884, 1888; Realignment in 1860, 1896
- W 3/21 Student Congress Activity (*probably* run both classes together)
Read Janda 10 again
- M 3/26 – F 3/30 SPRING RECESS
- M 4/2 CA in the 19th and 20th century -1960, Earl Warren
Read Janda 13, Gerston 3, Canvass Reading on Earl Warren
- W 4/4 Primaries, initiative, recall, Gov. Gray Davis of CA (Gov. Mecham of AZ)
Read Janda 14, Canvass Reading on the Recall (Davis & Schwarzenegger)
- M 4/9 Prohibition, Freedom of Speech in America, Zenger to Vietnam War era
Read Janda 15
- W 4/11 The Courts vs. FDR and the New Deal, SIX+ critical Court Cases
(Marbury, Plessy, Brown, Engel, Lawrence, maybe Schenk)
- M 4/16 Great Depression, Foreign Policy -1941 and World War II, Japanese Internment
Read Janda 16
- W 4/11 The 1960s: Internal Revolutions (Civil Rights, Feminism, Vietnam, Nixon)
Read Janda 17

- M 4/16 1912, 1948, 1968, and 1860 compared
Read (Canvas) Election of 1860, of 1968 **Term Paper Due**
- W 4/18 Special Interest Groups
Read again Janda 8-9 (selections)
- M 4/23 Revolutions of the 1960s: Civil Rights, Feminism, Anti-War, drugs
 Nixon returns
- W 4/25 Impeachment, single party rule
Read Janda 11
 Last Day to Withdraw for Spring - [Withdrawal from the Semester Request on AARS website](#)
- M 4/30 McGovern Rules for primaries and Caucuses, more democratic races for
 presidential nominations
Read Janda 18
- W 5/2 Elections of 1992-2004, CA leads the way in environment and left issues
Read Janda 19, Canvass Reading on CA Environmental politics
- M 5/7 CA politics and government since 1960, three important CA primaries: 1964,
 1968, 1972, CA turns blue in 1992 (Year of the Woman)
- W 5/9 Obama shakes up Red and Blue states 2008; Return to the Election of 2016
- M 5/14 Review for Final Exam
- W 5/16 – Tu 5/22 **FINAL EXAMS**
- TH 17 May 3:00 class section 13 exam will be at 12:15
- W 16 May 4:30 class section 14 exam will be at 14:45

Term Paper Topics

1. Examine a recent Election (2000 – 2012) and explain how one candidate in bold below lost either the nomination (5 in the primaries) or the general election (4). Advise that candidate how to win as if you were then part of their campaign. Feel free to use hindsight to improve your argument. Choose ONE from

2000 in the primaries **McCain** lost to Bush

2004 primaries: **Dean** lost to Kerry

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

Huckabee or **Romney** lost to McCain

General Election:

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

Best resource: the series of books by George S. Pomper.

- *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 (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. (2002). Real Choices / New Voices

3. 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?

You may enjoy reading Thomas Frank, *What's the Matter with Kansas?* (2005).

4. Agree or disagree with none, some, or all the following statements: Since 1935, the President's party always loses seats in Congressional midterm elections after the "honeymoon" ends, and impatient voters with a "throw the bums out" attitude side with the united opposition party, thereby hurting the President's party; in 2018 this means that President Trump and the GOP will suffer a colossal setback on Election Day, losing both Houses of Congress, predictable given the Democrats' surprisingly strong showing in red state special elections they normally lose 61-39% (Kansas, Georgia, Montana, Alabama (!), and 2017 governors' races in New Jersey and Virginia), hence the tide is turning towards an impeachment in 2019. Good news for VP Pence!

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.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It

is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues. For more information, visit <http://www.sjsu.edu/counseling>.

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 and his phone number is (408) 808-2042. You can also find a research guide for Political Science here: <http://libguides.sjsu.edu/politicalscience>