San José State University
College of Social Sciences

Department of History

HIST 15 -11: Essentials of U.S. History

Spring 2020– 3 units

Instructor: Katherine Chilton
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Email: katherine.chilton@sjsu.edu
Office Hours: Wednesday 10:30am-12pm or by appointment
Class Days/Time: W 9:00am-10:15am
Classroom: DMH 234
GE/SJSU Studies Category: US1 and D2

Course Format
This course has a hybrid structure, which means that we meet once a week in class and conduct the remainder of the work online through the Canvas LMS and the online textbook Globalyceum. Course materials such as syllabus, handouts, notes, 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 Canvas to learn of any updates. I recommend setting up reminders for assignments through Canvas and downloading the Canvas app to your mobile device to keep up to date with the course.

Course Description
From the SJSU Catalog: Treatment of essentials of U.S. history. Satisfies the American institutions requirement in U.S. history (US1) and the Core GE requirement in Social Sciences: Comparative Systems, Cultures, and Environments (D2).

By pivoting the center to view U.S. history from diverse perspectives this course will provide alternative interpretations of our shared past. The course will emphasize a multicultural framework, bringing the history of European Americans, African Americans, Asians, Latinos, Native Americans, Women, and LGBT Americans together as one American history marked by consensus as well as conflict. Students will be able to locate their place in this history and connect how the social, economic, and political issues that have driven the past continue to animate the U.S. today. Students will develop the skills throughout the class that historians use to
research, analyze, critically think, and argue about the past to provide them with transferable skills for their future career and citizenship.

**Learning Outcomes**

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

1. **GELO 1 (US1):** 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. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

2. **GELO 2 (D2):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

3. **GELO 3 (D2):** 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 multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

4. **GELO 4 (D2):** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by primary source problem activities, poll questions, final essay and composition assignments.

5. **GELO 5 (D2):** Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems in the context of U.S. history. Assessed by primary source problem activities, poll questions, final essay and composition assignments.

**Course Learning Outcomes (CLO)**

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

1. **CLO 1** Distinguish between primary and secondary materials and decide when to use each
2. **CLO 2** Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence.
3. **CLO 3** Identify and summarize other scholars’ historical arguments.
4. **CLO 4** Apply historical knowledge and analysis to contribute to contemporary social dialogue.
5. **CLO 5** Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed
6. **CLO 6** Generate significant, open-ended questions about the past and devise strategies to answer them
7. **CLO 7** Read the history text, study and take notes and then apply the knowledge in class.
Required Texts/Readings

Textbook
Findlen, Paula, et al. “American History.” In Globalyceum

One of the texts for this course is Globalyceum American History. Go to: https://www.globalyceum.com (Links to an external site.), register, and subscribe for this course with the following Unique Section Number LEHE99TX. (This number is case sensitive.) Your purchase options are debit/credit, or Paypal, or you can purchase an access code from the bookstore. Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, and Firefox. If you have any technical problems during the term, please contact: support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

Other equipment / material requirements
You will need to bring an electronic device that can connect to the Internet and Globalyceum in order to complete Lecture quizzes and Activities. This can include laptops, tablets, or smartphones. Students who do not have access will be able to use class Ipads.

Library Liaison
History’s Library Liaison is Nyle Monday who can be reached at Nyle.Monday@sjsu.edu or (408) 808-2041. While he is available during working hours for e-mail inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

Embedded Tutor
Students in the course will be able to get help from our embedded tutor Michael Smith with study skills, preparing for tests, improving historical skills, writing, reading the text, or any part of the course that is difficult for them. Students can make an appointment through Peer Connections at 408) 924-2587 or contact him at michael.l.smith@sjsu.edu. The instructor will also encourage students experiencing issues in the course to consult with the tutor. Extra credit will be given to students who attend two or more study sessions/office hour visits.

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. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Requirements and Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>225</td>
<td>GELO 1, CLO 3, CLO 7</td>
</tr>
<tr>
<td>Outlines</td>
<td>30</td>
<td>GELO 1, CLO 3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Primary Source Activities</th>
<th>280</th>
<th>GELO 1-5, CLO 1, 2, 4, 6</th>
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<tbody>
<tr>
<td>Compositions</td>
<td>45</td>
<td>GELO 1, CLO 5</td>
</tr>
<tr>
<td>In class polling and assignments</td>
<td>150</td>
<td>GELO 1-5, CLO 1, 2, 4, 6</td>
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<tr>
<td>Final Project</td>
<td>130</td>
<td>GELO 1-5, CLO 1-7</td>
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<td><strong>Total</strong></td>
<td>860</td>
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**Reading Quiz**
Each week you will complete short, timed assessments in the form of multiple-choice quizzes and short answer questions on Globalycuem to test your comprehension of essay and lecture materials. Each quiz is worth 15 points.

**Outlines**
For the first 3 weeks, you will submit an outline of the assigned reading following the guidelines on Globalycuem.

**Primary Source Activities**
In order to facilitate classroom discussion, when there is a problem assigned for class you will complete the “Analyze the Evidence” section before class and submit your answers for credit (10 points).

**In class polling and assignments**
Participation in class discussion of the problem is worth an additional 5 points (tracked using in-class polling or assessment).

**Composition**
Building on problems worked on at home and during class time, you will submit composition assignments in Globalycuem to build historical writing skills, including writing a thesis (10 points), developing an outline (15 points), and drafting an introduction and conclusion (20 points).

**Project**
You will complete the Race and the American Experience Project from Globalycuem throughout the semester focusing on the historical experience of a minority group of your choice. You will submit this assignment in four parts:
1. Project Profile due by November 4
2. Introduction/Thesis due by November 18
3. Outline/Draft due by December 4
4. Final Paper/Website/Blog/Documentary due December 16

**Grading Policy**
Quizzes, exams, and in-class work cannot be made up except in the case of a documented, valid reason, and you must contact me BEFORE the exam or due date by email or Canvas message. Any absence that is excused must be accompanied by official documentation.

Your course grade will be determined by your total amount of points in the course based on the following scale.
A 100-93%  C+ 78-75%  D- 60-59%
A- 92-90%  C 74-70%  F 58-0%
B+ 89-87%  C- 69-67%
B 86-82%  D+ 66-64%
B- 81-79%  D 63-61%

Extra Credit Movie Screenings

You will be able to view historical movies at home for extra credit.

Classroom Protocol

1. I expect students to come to class prepared. Readings are due the day assigned, so is any required homework.
2. Please come to class on time, class starts promptly, do not be late. Sit quietly, and refrain from sleeping, talking, whispering, passing notes, surfing the web, emailing, wearing headphones, or using your phone for non-related assignments. Students who disrupt class will be asked to leave.
3. Opinions and discussion should be present in a respectful manner. Though perspectives may differ, students must understand that the scientific method of data collection and rational analysis of evidence is what governs conclusions and defines truth both in the university and in our secular society.
4. You will submit your own work electronically through globalelyceum. All work must be your own and anyone else’s ideas must be properly cited.

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 web page at http://www.sjsu.edu/gup/syllabusinfo/”

Course Schedule

All readings and problems are due the night before class time on Monday, all reading assessments and compositions assignments are due by the end of the module (Sundays). See Canvas for dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module and Readings</th>
<th>Assessments</th>
<th>Primary Source Activities (all activities due by night preceding class at 11:55pm)</th>
<th>Additional Deadlines</th>
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<tbody>
<tr>
<td>01/27</td>
<td><strong>Module 1</strong>: Europe and the Americas, 1450-1607 Reading: Paula Findlen, “Europe and the Americas, 1450-1607” Introduction and Part 1-3</td>
<td><strong>Quiz</strong>: Europe and the Americas</td>
<td>Activity: John White Activity: European Views of Native American Women</td>
<td>Europe and the Americas Reading Outline</td>
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<td>02/3</td>
<td><strong>Module 2:</strong> Colonial America, 1607-1750 North and South</td>
<td>Quiz: Colonial America</td>
<td>Activity: Nathaniel Bacon</td>
<td>Colonial America Reading Outline</td>
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<td>Reading: Mark Peterson, “Colonial America, 1607-1750”</td>
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<td>Writing: Nathaniel Bacon</td>
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<td>Introduction and Part 1-3</td>
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<td>(Write a Thesis)</td>
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<td>02/10</td>
<td><strong>Module 3:</strong> The American Revolution and Constitution, 1750-1790</td>
<td>Quiz: American Revolution and</td>
<td>Activity: Slaves and Slave Owners</td>
<td>American Revolution Reading Outline</td>
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<td>Introduction and Part 1-3</td>
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<td>02/17</td>
<td><strong>Module 4:</strong> The Early American Republic, 1790-1815</td>
<td>Quiz: The Early American</td>
<td>Activity: Women’s Education</td>
<td>Writing: Women’s Education (Write</td>
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<td></td>
<td>Reading: Caroline Winterer, “The Early American Republic, 1790-1815”</td>
<td>Republic</td>
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<td>an Outline)</td>
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<td></td>
<td>Introduction and Part 1-3</td>
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<td>02/24</td>
<td><strong>Module 5:</strong> The North: 1815-1860</td>
<td>Quiz: The North</td>
<td>Activity: Transportation and Communication</td>
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<td></td>
<td>Reading: Seth Rockman, “The North, 1815-1860” Introduction and Part 1-3</td>
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<td>Activity: Horace Mann and Education</td>
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<tr>
<td>03/2</td>
<td><strong>Module 6:</strong> The West: 1815-1860</td>
<td>Quiz: The West</td>
<td>Activity: Californios and the Bear Flag Revolt</td>
<td>Share Stereotypes Article</td>
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<tr>
<td>03/9</td>
<td><strong>Module 7:</strong> The South: 1815-1860</td>
<td>Quiz: The South</td>
<td>Activity: Yeomen Farmers</td>
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<tr>
<td>Date</td>
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<td>Assessments</td>
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| 03/16  | **Module 8**: Civil War and Reconstruction, 1860-1877  
Reading: Kate Masur, “Civil War and Reconstruction, 1860-1877” Introduction and Part 1-3 | Quiz: Civil War and Reconstruction                | Activity: Emancipation Proclamation  
Activity: The Black Codes of Mississippi                                                                                                        | Writing: Emancipation Proclamation  
Write a Draft (Introduction and Conclusion ONLY)                                           |
| 03/23  | **Module 9**: The Gilded Age and the Progressive Era, 1877-1914  
Reading: Charles Postel. The Gilded Age and the Progressive Era” Introduction and Part 1-3 | Quiz: The Gilded Age                               | Activity: Chinese Immigration  
Activity: Jacob Riis Photos                                                                                                                        | Project: Race and the American Experience  
Project Profile                                                                                                                                   |
| 04/06  | **Module 10**: Women’s Suffrage  
Reading: Eva Mo, The Struggle for Women’s Suffrage, 1848-1920 | Quiz: Women’s Suffrage                             | Activity: Stanton and the AERA  
Activity: The Women’s Suffrage Campaign in the West                                                                                             |                                                                                      |
| 04/13  | **Module 11**: The Great Depression, 1929-1941  
Activity: Letters to Roosevelt                                                                                                                    |                                                                                      |
| 04/20  | **Module 12**: WWII and the Cold War, 1941-1972  
Reading: Katie Sibley, “WWII and the Cold War, 1941-1972” (Introduction and Part 1-3) | Quiz: World War II and Cold War                   | Activity: Women and the Home Front in WWII  
Activity: The Tet Offensive                                                                                                                       | Project: Race and the American Experience  
Introduction or Thesis                                                                |
| 04/27  | **Module 13**: Post War America: Prosperity and Civil Rights  
Reading: Mark Brilliant, “Post-War America, 1945-1972” (Introduction and Part 1-3) | Quiz: Post-War America                             | Activity: Love Canal  
Activity: 1965 Voting Rights Act                                                                                                                  |                                                                                      |
| 05/04  | **Module 14**: The Conservative Turn                                                                                     | Quiz: The Conservative Turn                       | Problem: The Rise of Incarceration                                                                                                                 | Project: Race and the American Experience  
Outline or Draft                                                                        |
<table>
<thead>
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<th>Assessments</th>
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<th>Additional Deadlines</th>
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<tbody>
<tr>
<td>5/15</td>
<td>Final Project (No Final Exam)</td>
<td>Problem: College Graduates and the Labor Market</td>
<td></td>
<td>Project: Race and American Experience Final Paper Submit Online (Canvas)</td>
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</tbody>
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