

San José State University
College of Social Sciences/History Department
HIST 15: Essentials of U.S. History, Section 10
Spring 2019– 3 units (Revised January 29, 2019)

Instructor:	Margo McBane
Office Location:	DMH 321
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Email:	margo.mcbane@sjsu.edu (always specify your class number in topic line)
Office Hours:	Wed 9-11 am, or by Appointment
Class Days/Time:	MW 4:30-5:45 PM
Classroom:	WSQ 207
GE/SJSU Studies Category:	US1 and D2

Course Format

This course requires in-class online participation in certain activities. Students need to bring their own laptops, ipads or iphones to class in order to receive the relevant credit for the activities.

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.

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).

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.

GE Learning Outcomes (GELO)

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 weekly quizzes, primary source problem activities, poll questions, midterm composition assignments, and a power point/digital story final.**
2. **GELO 2 (D2):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by multiple-choice weekly quizzes, primary source problem activities, poll questions, midterm composition assignments, and a power point/digital story final.**
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 weekly quizzes, primary source problem activities, poll questions, midterm composition assignments, and a power point/digital story final.**
4. **GELO 4 (D2):** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. **Assessed by multiple-choice weekly quizzes, primary source problem activities, poll questions, midterm composition assignments, and a power point/digital story final.**
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 multiple-choice weekly quizzes, primary source problem activities, poll questions, midterm composition assignments, and a power point/digital story final.**

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 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.

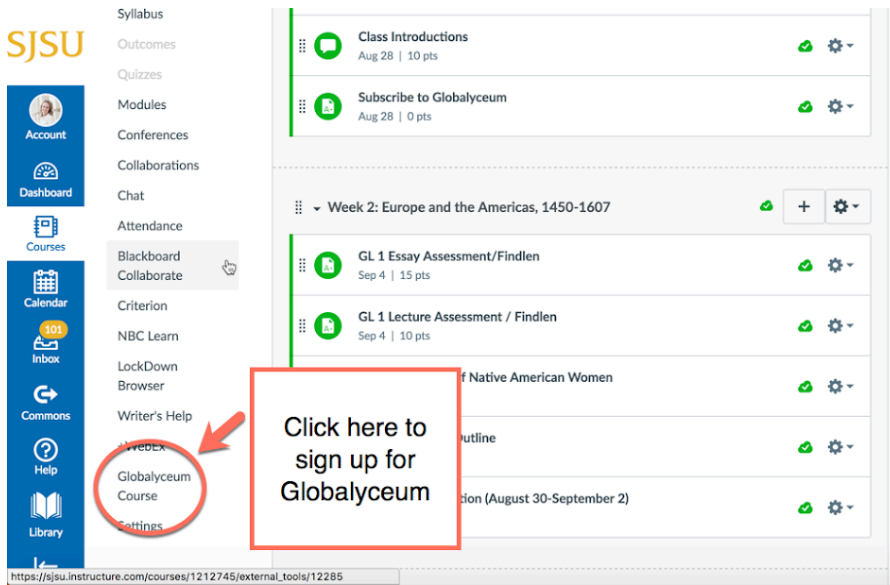
Required Texts/Readings

Textbook

One of the texts for this course is Globalyceum American History. The cost of this subscription is \$39.95. Your purchase options are Paypal, debit/credit, or check/money order. FOR THOSE ON FINANCIAL AID, THE FIRST 14 DAYS OF GLOBALYCEUM WILL BE FREE. BY WEEK 2 YOU NEED TO SUBSCRIBE TO GLOBALYCEUM TO COMPLETE THE QUIZZES AND IN-CLASS PROBLEMS. YOU MUST SUBSCRIBE AFTER 12 DAYS OR YOU WILL BE KICKED OFF LOOSE ALL YOUR PREVIOUS QUIZZES.

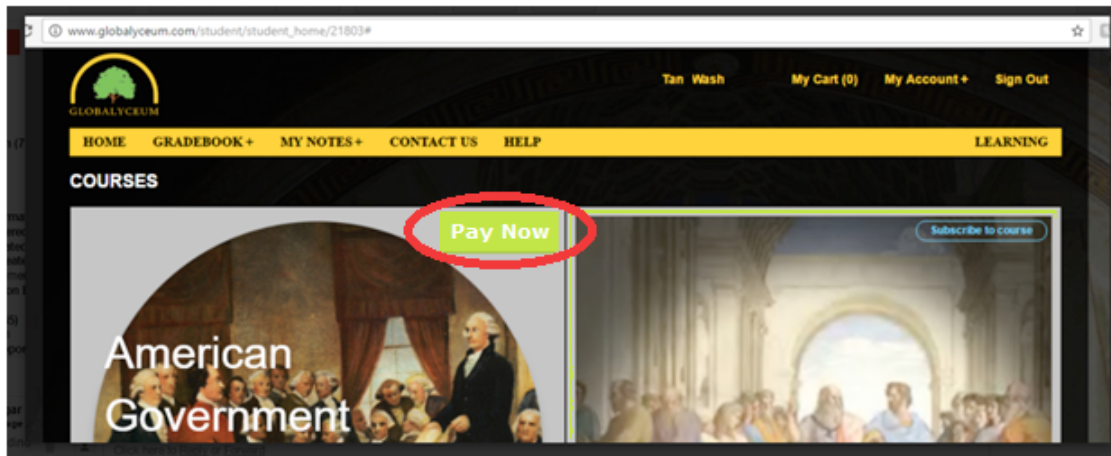
Globalyceum recommends Chrome, Firefox and Safari browsers. If you have any technical problems during the term, please contact support@globalyceum.com.

Through Canvas, you will be able to register for the site. In Canvas, find the tab Globalyceum Course, click on the Globalyceum tab and follow the instructions for registration.



Please make sure to verify your browser and update it if necessary on the Sign In page.

In Globalyceum you are directed to the payment page. Click on Pay Now, enter your information and then complete the payment process. Check that you agree to terms and conditions and choose one payment option. The access to content will be automatically enabled.





Other Readings

REQUIRED Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Revised Edition. New York: Back Bay Books, 2008. ISBN: 978-0-316-02236-1. Available through SJSU Spartan Bookstore or Amazon (be sure to get the 2008 edition, NOT THE OLDER EDITION). I will post the readings for the 1st two weeks on Class Canvas site under Modules for Weeks 1 and Weeks 2.

Library Liaison

Monday, Nyle
 Phone: (408) 808-2041
 Email: Nyle.Monday@sjsu.edu

Course Workload

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-so for a 3 unit class you should be spending 9 hours of study-2 1/2 in class and 6 1/2 out of class), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in *University Syllabus Policy S16-9* at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

Course Requirements and Assignments: 425 total points

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” For this 3 unit course you are expected to spend 2.5 hrs a week in class and 6.5 hours out of class. More details about student workload can be found in University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16.9.pdf>.

The course requirements, reading materials, learning activities, and assignments contribute to or are aligned with course learning outcomes.

Assignment Type & Learning Outcomes	Points/Percentages Possible	Where to Hand In Assignments: Your course cumulative grade is available on Canvas
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In-Class Problems (top 22/4 pts each classes will be counted) GELO 1-5, CLIO 1, 2, 4, 6, 7	88 pts/21%	In Class on SJSU Canvas to Globalyceum website
In-Class Wed Discussion Leader	5 pts/1%	Each person in the Wed Discussion Group will lead one discussion during the semester
3 Globalyceum Primary Document Assignments (6 x 3) GELO 1-5, CLO 1,2,4,6	18 pts/4%	At Home on SJSU Canvas to Globalyceum website
1 st Essay Question Assignment 3-5 pages GELO 1, 3, 5, CLO 5, 7	40 pts/9 %	At Home On SJSU Canvas website for course
2 nd Essay Question Assignment 5-7 pages GELO 1, 3, 5, CLO 5, 7	80 pts/20%	At Home On SJSU Canvas website for course
Weekly Quizzes (12 pts x top 12) GELO 1, 3, 4, CLO 3, 7	144 pts/34%	At home on SJSU Canvas to Globalyceum website
Final Project (6, 44 pts each part) GELO 1-5 CLO 1-7	6 pts/1 % 44 pts/10 %	Proposal At Home on SJSU Canvas 6% Final Project at Home on SJSU Canvas 44%
Regular Extra Credit	+10	At Home On SJSU Canvas

Total Points Possible: 425

Points/percentages for Course Activity

1. (144 points/34%) Each week you will take an open note quiz AT HOME at the end of each week **through the Globalyceum** website. Each week on Globalyceum there is a list of key terms and ideas on which the quiz is partially based. The quiz will also cover unique material presented in class from lectures and film clips. The quizzes will be offered Friday 7 am to Sunday 11 pm. These quizzes cover the in-class lectures, film clips and reading from the textbooks (Globalyceum and Takaki). Each quiz is worth 12 points @ 1 points per question, the best 12 quizzes will count=144. Quiz grades will be transferred to Canvas for a cumulative total.
2. (88 points/4 pts a class/21%) In-Class Problems. During the semester you will be asked to do weekly individual and small group activities and submit your answers through Canvas. I will count the top 22 classes, so there will be no make ups.
3. (18 points total/each 6 points/4%) 3 Primary Document Problems-You will do these at home and **submit through Globalyceum**. Throughout the semester during specified weeks (see syllabus for these weeks), you will do 3 Primary Source Problem Assignments from Canvas (one per specified week) and receive 6 points for each of the 3 assignments. Each of the weeks you have a choice of which Primary Source Problem you would like to do for that week. **SELECT PROBLEMS THAT RELATE TO YOUR MEDIA PROJECT AT THE END.** You may work together in small groups but your words must be your own and each student must **submit their own answers through Globalyceum. No late assignments, NO MAKEUPS!**
4. (40 points/10%) 3-5 page 1st Essay Question Assignment. **INSTRUCTIONS ON Canvas under Modules posted a week before due date. SUBMIT THROUGH SJSU CANVAS under ASSIGNMENTS.** You must cite from lectures, In-class Problem Assignments, at home Primary Document Assignments, lectures, readings, and film clips. You will be downgraded for not citing a broad number of sources. See the syllabus calendar for the due date. You must turn this assignment into SJSU Canvas under the assignment title. If it is one minute late, it will be downgraded a full grade for each 24 hours. I will not accept papers after 48 hours. **CITING FROM OUTSIDE MATERIALS WILL**

RESULT IN AN AUTOMATIC F. IF YOU DO NOT INCLUDE TURABIAN/CHICAGO STYLE FOOTNOTES YOU WILL RECEIVE AN AUTOMTIC "F". SEE COURSE RESOURCES ON CANVAS FOR EXAMPLES OF TURABIAN/CHICAGO STYLE FOOTNOTES.

5. (80 points/20 %) 5-7 page 2nd Essay Question Assignment. **INSTRUCTION on Canvas under Modules, posted a week before due date. SUBMIT THROUGH SJSU CANVAS under ASSIGNMENTS:** You must cite from lectures, In-class Problem Assignments, at home Primary Document Assignments, lectures, readings, and film clips. You will be downgraded for not citing a broad number of sources. See the syllabus calendar for the due date. You must turn this assignment into SJSU Canvas under the assignment title. If it is one minute late, it will be downgraded a full grade for each 24 hours. I will not accept papers after 48 hours. IF YOU SUBMIT OUTSIDE RESOURCES, YOU WILL RECEIVE AN AUTOMATIC "F". IF YOU DO NOT INCLUDE TURABIAN/CHICAGO STYLE FOOTNOTES YOU WILL RECEIVE AN AUTOMTIC "F". SEE COURSE RESOURCES ON CANVAS FOR EXAMPLES OF TURABIAN/CHICAGO STYLE FOOTNOTES.
6. (5 pts) Weekly Discussion Leader (Wednesdays Weeks 2-11, students will break the last 25 minutes into 12 predetermined (list is on Canvas under “Modules” then “Resources/Assignments”) small groups of approximately 10 students each. According to the list, discussion leaders will be assigned one Wednesday to lead the discussion group. The Discussion leaders will lead a discussion on the specific weekly topic component they are given. At the end of a 10 minute discussion, all group participants will enter what they understand their group answer to be on Canvas and the Discussion Leader will write their group’s answers on the board for class review.
7. (50 points) There will be a **Final Media Project (Powerpoint/mini-documentary)** due 11 PM ON Friday May 17th 11 pm to Canvas. There are 2 parts to this assignment:
 1. (6 points/1%) **INSTRUCTIONS ON Canvas, you will submit this in class on Canvas under Assignments on the announced day.**
 3. (44 points/10%) **INSTRUCTIONS ON Canvas under Assignments AND SUBMIT TO Canvas** No late assignment accepted.

There will be no face-to-face final exam.

History Extra Credit: Each student may hand in only ONE extra credit. **SEE DATE ON SYLLABUS CALENDAR FOR DUE DATE FOR ALL EXTRA CREDIT. NO LATE EXTRA CREDIT WILL BE ACCEPTED!!!** You must only hand it in to Canvas, not in class. IF YOU DO NOT USE FOOTNOTE CITATIONS YOU WILL ONLY RECEIVE A “C” GRADE. IF YOU DO NOT WRITE AT LEAST 2 FULL PAGES YOU AUTOMATICALLY WILL ONLY RECEIVE 50% CREDIT AT THE MOST.

(10 points) Extra Credit Options include:

1. Events on Campus and Community: Take a picture of yourself at the event, write 1 page description of what happened, and 1 page analysis comparing and contrasting to class lectures, readings, films using Turabian/Chicago Style footnotes (minimum of 600 words or you will only receive a C).

SAN JOSE’S LOWRIDER CULTURE EXHIBIT, browse the exhibit (take a self there) and attend one of the following (take a selfie there):

- Feb. 16 Saturday 3-5 pm MLK Jr Library Rm 225 5th Floor, “Lowrider Culture and Society” panel
March 16 Saturday 3-5 pm MLK Jr. Library Rm 225 5th Floor, “The Future of Lowriding in San Jose” panel.

2. Watch one of listed films (on Canvas under Extra Credit Films) AND FOLLOW THE DIRECTIONS FOR YOUR 2 PAGE WRITE UP.
3. You may receive extra credit for submitting an interview of yourself to the FIRST DAYS PROJECT (you may submit an audio, video or transcript, and you need to also include a photo that was taken at the time or near the time of immigration): <http://www.firstdaysproject.org/submit>. To receive this credit you must take a snap shot of the page you completed for the interview submission on the website and then submit to the extra credit assignment on Canvas a Word document that includes at the top: your name, the class: Hist 15A F 2016, the date, and the Extra Credit Assignment title: First Days Project Interview Submission; then copy and paste what you wrote as your "story" to the project, then include a snapshot of the completed interview page.
4. 1 (1/2 credit) or 2 (full credit) extra Primary Document Assignments beyond the assigned 3.
5. Additional possibilities announced in class as they occur

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.

97-100=A+	94-96=A	90-93=A-
87-89=B+	84-86=B	80-83=B-
77-79=C+	74-76=C	70-73=C-
67-69=D+	64-66=D	59-63=D-

Grading information:

- The adequate completion of an assignment is a C, good and best completion will result in a B or A. If there are writing problems that make the assignment difficult to read, it automatically drops to a D or F. If students do not complete the minimum page requirement of the assignment, it drops to an F.
- Only one extra credit assignment will be accepted
- Work must be handed in at the due date and time specified on the Course Schedule below. For those assignments that allow late submissions, any assignment handed after the date and time will be considered 1 day late and drop a full grade every 24 hours for 2 days. None of these assignments will be accepted after 2 days lateness. No late Primary Document Assignments, Final Media Assignment or Extra Credit.
- All assignment grades are continuously updated on the SJSU Canvas course website.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol/ What is Expected?

1. I expect students to come to class prepared. Readings are due at the beginning of the week assigned.

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, or using your phone for non-related assignments. Students who disrupt class will be asked to leave.
3. Opinions and discussion should be presented 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 Canvas to Globalyceum (the Polls, the Primary Document Assignments and Weekly Quizzes) or SJSU Canvas (The Media Proposal, the Final Media Project, Essay Question Assignments, and Extra Credit). All work must be your own. Anyone else's ideas must be properly cited OR MAY RESULT IN CLASS FAILURE.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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>. See also: Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

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/>.

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](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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

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 on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Hist 15/ Essentials of U.S. History, Spring 2019, Course Schedule

(Tentative course calendar including assignment due dates, exam dates, date of final exam, "subject to change with fair notice")

Week	Date	Weekly Quiz: List of Key Terms for Globalyceum reading available on Globalyceum, but Quiz also includes points from Takaki reading, weekly lectures and film clips.
1	MW 1/28 & 30/2019 Exploration & Americas	<p><i>Class Intro and "Asian and European Exploration and the Americas"</i></p> <p>Readings by Monday: <i>Globalyceum (online)</i> Unit 1: "Europe and the Americas, 1450-1607" Finlen Chapters: "Intro", "Why Cross the Atlantic?", "Initial Encounters, Indigenous Cultures"</p> <p>In-class polls</p> <p>Take Globalyceum Unit 1 Quiz on website between Friday 2/1/2019 at 7 am to 2/3/2019 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p>
2	MW 2/4 & 6/2019 Northern Colonial America	<p><i>"Northern Colonies of British Colonial America: 1620-1700"</i></p> <p>Readings by Monday: <i>Globalyceum (online)</i> Unit 2: "Colonial America, 1607-1750" Peterson Chapters: "Intro", "Cataclysmic Population Changes", "The Rapid Rise of New Economies", "The Kaleidoscope of Colonial Governments" <i>A Different Mirror</i> (2008 edition) Chap. 2 "The Tempest in the Wilderness"</p> <p>2/5/2019 Last Day to Drop Class</p> <p>In-class polls, Wed. Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 2 Quiz on website between Friday 2/8 at 7 am to 2/10 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p> <p>Prepare weekly for the next 4 weeks for your 1st Essay Question Assignment 2-3 pages (600-900) that is due during the 5th week Sunday 11 pm on Canvas. The specific Essay Questions that you must answer will be available on Canvas under Modules, one week before it is due. See Week 5 for due date. Any papers handed in after the due date at 11 pm will be downgraded 1 full grade for 24 hrs, then another full grade the next 24 hrs. I will not accept late papers after 48 hrs from due date.</p>
3	MW 2/11 & 13/2019 Revolution & Constitution	<p><i>"The American Revolution, Constitution, Slavery and Native Americans"</i></p> <p>Readings by Monday: <i>Globalyceum (online)</i> Unit 3: "The American Revolution and Constitution, 1750-1790", Alan Taylor Chapters: "Intro", "A Mighty Empire", "The Patriots", "A Civil War" <i>A Different Mirror</i> (2008 edition) Chap. 3 "The Hidden Origins of Slavery"</p> <p>2/12/2019 Last Day to Add Class</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p>

		<p>Take Globalyceum Unit 3 Quiz on website between Friday 2/15 7 am to 2/17 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p>
4	<p>MW 2/18 & 20/2019</p> <p>The Early Republic</p>	<p><i>"The Early Republic, 1790-1815"</i></p> <p><u>Readings by Monday:</u> <i>Globalyceum (online)</i> Unit 4: "The Early American Republic, 1790-1815," Winterer Chapters: "Intro", "What Then Is the American", "This New Man?", "The U.S. and 'The Foreign World'", "Filling Up the Canvas of America". <i>A Different Mirror</i> (2008 edition) Chap. 4 "Toward Stony Mountains"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 4 Quiz on website between Friday 2/22 am to 2/24 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p>
5	<p>MW 2/25 & 27/2019</p> <p>19th Century North</p>	<p><i>"The North and Irish Immigrants, 1815-1860"</i></p> <p><u>Readings by Monday:</u> <i>Globalyceum (online)</i> Unit 5 Rockman Chapters: "Intro", "Development", "Democracy", "Dilemmas" <i>A Different Mirror</i> 6 "Fleeing 'The Tyrants Hell'"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 5 Quiz on website between Friday 3/1 7 am to 3/3 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p> <p>I will hold review session Friday March 1st in DMH 125 History Lounge. Be sure to sign up in class for one of the sessions (see times).</p> <p>1ST Essay Question 3-5 page Assignment due Sunday March 10th 11 pm on Canvas. THE 1ST ESSAY QUESTION ASSIGNMENT DIRECTIONS WILL BE POSTED Saturday March 2nd ON CANVAS UNDER MODULES FOR YOU TO ANSWER 4 THE QUESTIONS YOU HAVE BEEN ASSIGNED by March 10 11 pm to Canvas. Any papers handed in after 11 pm will be downgraded 1 full grade for 24 hrs, than another full grade the next 24 hrs. I will not accept late papers after 48 hrs from due date.</p>
6	<p>MW 3/4 & 6/2019</p> <p>The West, 1820-1860</p>	<p><i>"The Early 19th Century West and Mexicans"</i></p> <p><u>Readings by Monday:</u> <i>Globalyceum</i> Unit 6 Jacoby Chapters: "Intro", "Many American Revolutions", "Worlds in Motion", "Empires, Nations and Theocracies" <i>A Different Mirror</i>, Chap. 7 "Foreigners in Their Native Land"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 6 Quiz on website between Friday 3/8 7 am to 3/10 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p> <p>1ST Essay Question 3-5 page Assignment due Sunday March 10th 11 pm on Canvas. THE 1ST ESSAY QUESTION ASSIGNMENT DIRECTIONS WILL</p>

		<p>BE POSTED Saturday March 2nd ON CANVAS UNDER MODULES FOR YOU TO ANSWER 4 THE QUESTIONS YOU HAVE BEEN ASSIGNED by March 10 11 pm to Canvas. Any papers handed in after 11 pm will be downgraded 1 full grade for 24 hrs, than another full grade the next 24 hrs. I will not accept late papers after 48 hrs from due date.</p>
7	<p>MW 3/11 & 13</p> <p>The Antebellum South</p>	<p><i>"The South, 1815-1860"</i> Readings by Monday: <i>Globalyceum</i> Unit 7 "The South, 1815-1860", Glymph Chapters: "Intro", "Rise of the Cotton Economy", "Social Structure and Hierarchy", "The Late Antebellum Period" <i>A Different Mirror</i>, Chap. 5 "No More Peck O Corn"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum History Unit 7 Quiz on website between Friday 3/15 7 am to 3/17 11 pm. Check answers Sunday 11 pm to Monday 11 pm.</p> <p>Begin to prepare weekly for your 2nd Essay Question Assignment see Week 11 for due date.</p> <p>Professor will go over Final Media Project and how Primary Document Assignments are part of Final Media Project.</p> <p>1st Primary Document Assignment due (6 pt) Thursday night 3/14 11 pm on Globalyceum Week 7. Go to Week 7 and complete one of the following problems as your Primary Document Assignment. Consider your Final Media assignment and select a problem that compliments that Final Media Assignment. In your Final Media Project you will focus on discrimination or inequality concerning Native Americans, Latino Americans, Asian Americans, Women, Class or Immigrants. So chose a Primary Document Assignment that fits within one of these project topics. NO LATE ASSIGNMENTS WILL BE ACCEPTED. ONLY DO ONE ACTIVITY-IF YOU DO EXTRA, EACH ACTIVITY COUNTS FOR ½ EXTRA CREDIT.</p> <p><u>Problem: Women's Education (Media Project: Women's discrimination)</u> <u>Problem: Measuring Alcoholism (Media Project: Class discrimination)</u> <u>Problem: Yeoman Farmers (Media Project: Class discrimination)</u> <u>Problem: Slave Recollections in the Federal Writers' Project (Media Project: African American discrimination)</u> <u>Problem: Chinook Jargon (Media Project: Native American discrimination)</u> <u>Problem: Californios and the Bear Flag Revolt (Media Project: Latino American discrimination)</u></p>
8	<p>MW 3/18 & 20/2019</p> <p>Civil War & Reconstructi</p>	<p><i>"Civil War, Reconstruction and The West"</i> Readings for Monday: <i>Globalyceum</i> (online) Unit 8 "Civil War and Reconstruction", Massur Chapters: "Intro", "The Civil War", "Reconstruction", "Consolidation" <i>A Different Mirror</i> (2008 edition), Chap. 9 "The 'Indian' Question: From Reservation to Reorganization"</p>

	on	<p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 8 Quiz on website between Friday 3/22 7 am to 3/24 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p>
9	MW 3/25 & 27/2019	<p><i>"The Gilded Age and Progressive Era"</i> Readings for Monday: <i>Globalyceum</i> Unit 9: "The Gilded Age and the Progressive Era, 1877-1920" Postel Chapters: "Intro", "The Gilded Age", "Reform", "Progressive Action" <i>A Different Mirror</i> (2008 edition), Chap. 8 "Searching for Gold Mountain" and Chap. 11 "The Exodus from Russia: Pushed by Pogroms,"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Unit 9 Quiz on website between Friday 3/29 7 am to 3/31 closes 11 pm. Check answers Sunday 11 pm to Monday 11 pm</p> <p>Thursday 3/28 Final Media Project Proposal due to Canvas by 11 pm. No late assignments accepted!!! SEE ASSIGNMENT DESCRIPTION ON CANVAS FOR THE COURSE. State what is your personal issue that you underwent or witnessed or a current article regarding one of the following: Discrimination or inequality concerning Native Americans, Latino Americans, Asian Americans, Women, Class or Immigrants. You must write one paragraph that states the issue, how has it evolved since 1800 and then list one primary and 2 secondary documents that supports your issue during the time period 1800 to the present.</p>
	Spring Break 4/1-5/2019	
10	MW 4/8 & 10/2019 WWI & 1920s	<p><i>"1914-1929: WWI, 1920s and the Great Migration"</i> Readings for Monday: <i>Globalyceum</i> Unit10 Essay: "WWI and 1920s" Gendzel Chapters: "Intro", "America at War and Peace", "The Jazz Age", "The Great Crash" <i>A Different Mirror</i> 13 "To The 'Land of Hope': Blacks inthe Urban North,"</p> <p>In-class polls, Wed Discussion Groups last 25 minutes</p> <p>Take Globalyceum Quiz Unit 10 on website between Friday 4/12 7 am to 4/14 11 pm. Check answers Sunday 11 pm to Monday 11 pm.</p> <p>2nd Primary Document Assignment due (6 pt) Thursday night 4/11 11 pm on Globalyceum Week 10. Go to Week 10 Primary Document Assignment and complete one of the following problems as your Primary Document Assignment. Consider your Final Media assignment and select a problem that compliments that Final Media Assignment. NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO LATE ASSIGNMENTS WILL BE ACCEPTED. ONLY DO ONE ACTIVITY-IF YOU DO EXTRA, EACH ACTIVITY COUNTS FOR ½ EXTRA CREDIT.</p>

		<p>Problem: <u>Jacob Riis's Photos Postel</u> (Media Project: Class discrimination)</p> <p>Problem: <u>Chinese Immigration Diner</u> (Media Project: Asian American discrimination)</p> <p>Problem: <u>Thomas Nast, Chinese Exclusion, and the Editorial Cartoon</u> (Media Project: Asian American Discrimination)</p> <p>Problem: <u>Women's Suffrage Movement and the West</u> (Media Project: Women's discrimination)</p> <p>Problem: <u>The Great Migration of African Americans</u> (Media Project: African American discrimination)</p> <p>Problem: <u>Dorothea Lange and Hispanic Farmworkers</u> (Media Project: Latino American discrimination)</p> <p>Problem: <u>Huey Long and Demagoguery</u> (Media Project: Class discrimination)</p>
11	<p>MW 4/15 & 17/2019</p> <p>1930s</p>	<p>"1930s Depression, Japanese and the Mexicans"</p> <p>Readings by Monday:</p> <p><i>Globalyceum Post 1877</i> Unit 11 Essay: "The Great Depression" Gordon Chapters: "Intro", "The Great Depression", "The 1st and 2nd New Deal" <i>A Different Mirror</i>: Chap. 10 "Pacific Crossings: From Japan to the Land of 'Many Trees'" and Chap. 12 "El Norte: Up From Mexico,"</p> <p>In-class polls, Wed Discussion Group last 25 minutes</p> <p>Friday April 19th: I will hold review sessions for the 2nd Essay Question Assignment in DMH 125 History Lounge. Be sure to sign up this week.</p> <p>Take Globalyceum Unit 11 Quiz on website between Friday 4/19 at 7 am to Sunday 4/21 closes 11 pm. Check answers Sunday 11 pm-Monday 11 pm</p> <p>2nd Essay Question Assignment 5-7 pages DUE Sunday April 28 AT 11 PM TO SJSU CANVAS. THE 2nd ESSAY QUESTION ASSIGNMENT DIRECTIONS WILL BE POSTED Saturday APRIL 20 AND ARE DUE Sunday April 28 AT 11 PM ON CANVAS. Any papers handed in after 11 pm will downgraded 1 full grade for 24 hrs, than another full grade the next 24 hrs. I will not accept late papers after 48 hrs from due date.</p>
12	<p>M-W 4/22 & 4/24/2019</p> <p>WWII & Cold War</p>	<p>"WWII and The Rise of the Cold War"</p> <p>Readings by Monday:</p> <p><i>Globalyceum</i> Unit 12 Essay: "WWII and The Cold War" Sibley's Chapters: "Intro", "WWII", "Cold War", "Vietnam" <i>A Different Mirror</i> Chapt 14 "WWII: American Dilemmas"</p> <p>In-class polls</p> <p>Take Globalyceum Unit 12 Quiz on website between Friday 4/26 at 7 am to Sunday 4/28 closes 11 pm. Check answers Sunday 11 pm-Monday 11 pm</p> <p>2nd Essay Question Assignment 5-7 pages DUE Sunday April 28 AT 11 PM TO SJSU CANVAS. THE 2nd ESSAY QUESTION ASSIGNMENT DIRECTIONS WILL BE POSTED Saturday APRIL 20 AND ARE DUE Sunday April 28 AT 11 PM ON CANVAS. Any papers handed in after 11 pm will downgraded 1 full grade for 24 hrs, than another full grade the next</p>

		24 hrs. I will not accept late papers after 48 hrs from due date.
13	MW 4/29 & 5/1/2019 Civil Rights	<p><i>"The 1960s and 1970s and The Civil Rights Movement"</i></p> <p>Readings by Monday: <i>Globalyceum Unit 13</i> Essay: "Post War America 1945-72" Brilliant Chapters: "Intro", "Post War Boom", "Racial Inequality", "Gender Inequality" <i>A Different Mirror</i>, Chap. 15 "Out of the War: Clamors for Change"</p> <p>In-class polls</p> <p>Take Globalyceum Unit 13 Quiz on website between Friday 5/3 at 7 am to Sunday 5/5 closes 11 pm. Check answers Sunday 11 pm-Monday 11 pm.</p> <p>Begin work on your Final Media Project, a 3-5 Minute Mini-Documentary or Powerpoint. Go to Canvas, see Assignments for description.</p>
14	MW 5/6- 8/2019	<p><i>"The Post 1970s Rise of Conservative Politics and the Changing Economy"</i></p> <p>Reading <i>Globalyceum Unit 14</i> Essay: "The Rise of Conservative Politics, 1970s-1990s" Zelizer's Chapters: "The Heritage Foundation", "The Re-Election of Ronald Reagan", "The New Taxes", "1990"</p> <p><i>And Unit 15</i> Essay: "The Changing American Economy" Moreton's Chapters: "Intro, The Deindustrialization", "The Effect of Automation and Globalization", "The Financialization of the American Economy"</p> <p>In class polls</p> <p>3rd Primary Document Assignment due (6 pt) Thursday night 5/9 11 pm on Globalyceum Week 14. Go to Week 14 and complete one of the following problems as your Primary Document Assignment. Consider your Final Media assignment and select a problem that compliments that Final Media Assignment. NO LATE ASSIGNMENTS WILL BE ACCEPTED. ONLY DO ONE ACTIVITY-IF YOU DO EXTRA, EACH ACTIVITY COUNTS FOR ½ EXTRA CREDIT.</p> <p>Problem: The Rodney King Riots (Media Project: African American discrimination) Problem: The Living Wage Movement (Media Project: Class discrimination) Problem: The Second Gilded Age (Media Project: Class discrimination) Problem: Gender, Age, and Voting (Media Project: Gender discrimination) Problem: The Legacy of Perez v. Sharp (Media Project: Latino American AND Immigrant discrimination) Problem: Women in Congress, 1917-2011 (Media Project: Gender discrimination)</p>

		<p>Take Globalyceum Unit 14 Quiz on website between Friday 5/10 at 7 am to Sunday 5/12 closes 11 pm. Check answers Sunday 11 pm-Monday 11 pm</p> <p>ALL EXTRA CREDIT IS DUE Monday May 6 at 11 PM TO CANVAS. NO LATE EXTRA CREDIT WILL BE ACCEPTED.</p>
15	<p>M 5/13 Last Day of Class</p> <p>The Changing American Demographics and Immigration</p>	<p><i>"The Changing American Demographics and Immigration"</i></p> <p>Readings:</p> <p><i>Globalyceum</i> Unit 15 Essay: "The Demographic Revolution, 1972 to Present" Guterrez Chapters: "Intro", "The Recent History of Population change", "Demographic Dynamics", "Socioeconomic Factors" <i>A Different Mirror</i>, Chap. 16 "Again, 'The Tempest-Tost'" and Chap. 17</p> <p>In-class polls</p> <p><u>All issues regarding In-Class Polls and Primary Document Assignments must be addressed with professor by last day of class, no later!!!!</u></p> <p>NOTE CHANGE IN DAYS FOR QUIZ: Take Globalyceum Unit 15 Quiz on website between Tuesday 5/14 at 7 am to 5/15 Wednesday closes 11 pm. Check answers Wednesday 11 pm to Thursday 11 pm</p>
16	FINAL MEDIA PROJECT	<p>Work on your Final Media Project Mini-Docs or Powerpoints due Friday 5/17 at 11 pm to Canvas. <u>No late assignments accepted without proof of an emergency.</u> There will be no face-to-face final exam.</p>