

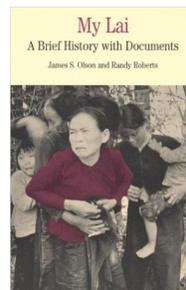
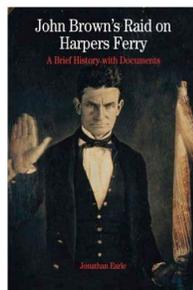
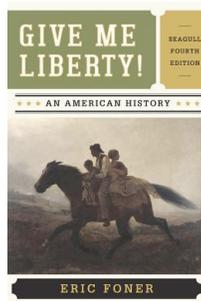
SAN JOSE STATE UNIVERSITY  
College of Social Sciences / Department of History

**SYLLABUS**  
**HISTORY 15-05: ESSENTIALS OF U.S. HISTORY**  
**Spring 2019—3 UNITS**

Instructor: Robert Cirivilleri  
Office Location: DMH 141  
Telephone: (408) 924-5540  
Email: robert.cirivilleri@sjsu.edu  
Office Hours: **Tuesday/Thursday 10:30-11:30am or by appointment**  
Class Days/Time: Tuesday/Thursday 7:30-8:45pm  
Classroom: DMH150  
GE/SJSU Studies Category: US1 and D2

COURSE TEXTS AND READINGS

Foner, *Give Me Liberty: An American History*, Seagull Fourth Edition  
Godbeer, *The Salem Witch Hunt* Introduction (provided by instructor)  
Earle, *John Brown's Raid on Harper's Ferry*  
Olson and Roberts, *My Lai*  
Topp, "The Sacco and Vanzetti Trial" Introduction (provided by instructor)



COURSE FORMAT

Course materials such as syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website, which can be accessed via the SJSU home website using student ID and password. 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).

History 15A is designed to introduce students to the essential events, ideas, turning points and transitions that have shaped American history from its origins to the present day. Students will examine key periods in American history focusing on both conventional and alternative interpretations of historical events and political processes that have shaped our modern economic, political and social systems. This information will be presented in a multi-cultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. Students will also read key primary source documents and writings in the history of the United States, in order to give them direct exposure to the words, thoughts and feelings of the incredibly diverse personalities that helped shape and define the great epochs of the past five hundred years of American history. Finally, students will be able to draw connections between the great social, economic, political and cultural issues of the past and those issues that animate our American society today. Throughout the course of the semester, students will develop the skills used by historians to research, analyze, critically think and argue about the past, which will provide them with transferable skills essential for future success in their careers and in their roles as American citizens.

GENERAL EDUCATION 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 and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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.

### 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 **9 hours per week** for a three unit class), including preparing for class, participating in course activities, completing assignments, and so on.

**\*\*\*NOTE CAREFULLY**—Because this course, taken together with Political Science 15, satisfies requirements that normally take three courses (9 units), the workload is heavier than a normal 3-unit class. Be aware that taking this course as part of a full load of 12 units will require more time and effort than if you are taking 4 normal 3-unit courses.

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

### COURSE REQUIREMENTS AND ASSIGNMENTS:

You will be required to take three midterm exams and one final exam. The exams will comprise of 40 multiple-choice questions and three identification terms. The final is not comprehensive; it will cover only the material discussed or assigned in the last section of the course.

Your text for this course is Eric Foner's *Give Me Liberty* (see above image). You will be required to read approximately 700 pages over the next 4 months. This equates to approximately 43 pages a week.

**IMPORTANT:** You will not be required to read the entire text. To access the chapter-by-chapter reading guide Print out the "Foner Reading Guide" found in the "files" on Canvas.

You will also be required to read the **Introductions** and **selected primary sources** from two Bedford/St. Martins books—*John Brown's Raid* and *My Lai* (see above images), which you can purchase at the bookstore or online, as well as introductory essays on Sacco and Vanzetti, and the Salem Witch Hunt, which will be provided by the instructor (each of these readings averages about 32 pages). There will be a quiz on each of the four readings, which you will access through Canvas, followed by an in-class discussion of topics and issues raised by the historical topic. Your participation in these discussions will be graded as well.

You are required to send a "selfie" head shot to the instructor at- [robert.cirivilleri@sjsu.edu](mailto:robert.cirivilleri@sjsu.edu) - which will be used for the organization of students into study and discussion groups, and to gage your in class participation, (This will be included in your participation points). If you fail to send your photo shot by **TUESDAY, FEBRUARY 5<sup>th</sup>**, you not only lose 25 points for not having completed this, you will lose an additional 10 points, which will be subtracted from your overall participation grade of 45 points.

Your 45 participation points will be based on your completion of all assignments and exams and your contributions made in class discussions (including making comments, turning in written handouts provided by the instructor for that day, etc.). Participation points break down as follows:

- |   |                           |
|---|---------------------------|
| • Complete all quizzes and exams (-2 points per missed test)        | 13 points                 |
| • Attendance and group participation in 4 in-class quiz discussions | 12 points (3 points each) |
| • Class participation during lectures (questions, comments)         | 5 points                  |
| • Timely pick up of all midterms from the professor                 | 5 points                  |
| • Professor meeting during office hours (or scheduled meeting)      | 10 points                 |

Throughout the semester there will be several extra credit opportunities that will involve attending a campus sponsored event. Details will be provided in class.

### ASSIGNMENTS AND GRADING:

With the exception of the online quizzes, I do NOT post exam grades on Canvas. Midterms will be handed back two weeks after the exam date, and you are expected to pick up all of your midterms. Per department policy, grades cannot be emailed to students. Failure to pick up your exams in a timely fashion (within 2 weeks after I have handed them back) will affect your participation grade. If you have questions on how your exam was assessed I encourage you to see me during office hours or on a scheduled appointment date. I will be happy to go over your exam with you and help you devise strategies to improve your grade. I am also happy to fill out an academic or fraternity/sorority grade check form, but you must **give me advance notice** and then arrange to **meet me in my office**.

<u>Assignment</u>	<u>Points</u>	<u>Percentage of Grade</u>
3 midterms	420 (140 each)	52.5%
1 final exam	160	20%
<i>Salem Witch Hunt</i> and <i>Sacco and Vanzetti</i> quizzes	60 (30 each)	
<i>John Brown's Raid</i> and <i>My Lai</i> quizzes	90 (45 each)	18.7% (combined quizzes)
Participation	45	5.6%
Photo	25	3.2%
<b>TOTAL</b>	<b>800</b>	<b>100%</b>

Grade Breakdown is as follows:

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%		

#### LATE ASSIGNMENT POLICY

I do not accept late assignments nor will I give late or make-up exams unless there is a **VITALLY COMPELLING REASON** to do so. **ALL LATE ASSIGNMENTS WILL BE MARKED DOWN 20%**. A compelling reason exists only when you provide me with a valid reason **BEFORE THE ASSIGNMENT IS DUE**, as to why you cannot complete the assignment on time, or take the exam at the scheduled time. A valid excuse also requires official documentation verifying your absence. Even if you have a valid reason for missing an exam or assignment, the professor reserves the right to subtract points for late work. I also do not grant incompletes for any reason. If you feel you cannot complete the work required for this class you must drop before the required deadline! The last day that you can drop this class is **TUESDAY, FEBRUARY 5<sup>TH</sup>**.

#### UNIVERSITY POLICIES:

Per University Policy @16-9, 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## SJSU Spring 2019 READING ASSIGNMENTS AND CLASS CALENDAR

TOPIC	ASSIGNMENTS
<b>Week 1—Jan 24</b>	
Thurs: Foner, Ch 2: The Beginnings of English America, 1607-1660	
<b>Week 2—Jan 29-31</b>	
Tues: Foner, Ch 3: Creating Colonial America, 1660-1750	

Thurs: Foner, Ch 3-4: Creating Colonial America, 1660-1750;  
 The English Struggle for Empire  
 Godbeer, *The Salem Witch Hunt*, Introduction

**QUIZ #1**

**Week 3—Feb 5-7**

Tues: Foner, Ch 5: The American Revolution

Thurs: Foner, Ch 7-8: Founding A Nation, 1783-1791  
 Securing the Republic, 1791-1815 (to pg. 299 “The Revolution of 1800”)

**Week 4—Feb 12-14**

Tues: **MIDTERM #1 (Chapters 2-5, 7-8)**

Thurs: Foner, Ch 8-9: Securing the Republic, 1791-1815  
 The Market Revolution, 1800-1848

**Week 5—Feb 19-21**

Tues: Foner, Ch 10: Democracy in America, 1815-1848

Thurs: Foner, Ch 11: The Peculiar Institution

**Week 6—Feb 26-28**

Tues: Foner, Ch 13: A House Divided, 1848-1861  
 Earle, *John Brown’s Raid on Harper’s Ferry*, Introduction **QUIZ #2**

Thurs: Foner, Ch 14: A New Birth of Freedom: The Civil War, 1861-1865

**Week 7—Mar 5-7**

Tues: Foner, Ch 15: “What is Freedom?”: Reconstruction, 1865-1877

Thurs: Foner, Ch 16: America in the Industrial Age, 1870-1890

**Week 8—Mar 12-14**

Thurs: Foner, CH 16: America’s Gilded Age, 1870-1890

Thurs: **MIDTERM #2 (Chapters 9-11, 13-16)**

**Week 9—Mar 19-21**

Tues: Foner, Ch 17-18: Freedom’s Boundaries at Home and Abroad, 1890-1900;  
 The Progressive Era, 1900-1916

Thurs: Foner, Ch 18-19: Progressivism and National Politics  
 Europe and America on the Eve of the Great War

**Week 10—Mar 26-28**

Tues: Foner, Ch 19-20: Safe for Democracy: The U.S. and World War I, 1914-1918  
 The “New Era” – America in the Roaring 20s

Thurs: Foner, Ch 20: From Business Culture to the Great Depression, 1920-1932  
 Topp: *The Sacco and Vanzetti Case*, Introduction **QUIZ #3**

**Week 11—April 2-4**

**SPRING BREAK**

**Week 12—April 9-11**

Tues: Foner, Ch 21: The New Deal, 1932-1940

Thurs: **MIDTERM #3 (Chapters 17-21)**

**Week 13—April 16-18**

Tues: Foner, Ch 22: America and the World, 1919-1941

Thurs: Foner, Ch 22: Fighting for the Four Freedoms: World War II, 1941-1945

**Week 14—April 23-25**

Tues: Foner, Ch 23: Post World War II and the  
 Beginning of the Cold War, 1945-1953

Thurs: Foner, Ch 23: The Cold War, cont.

**Week 15—April 30-May 2**

Tues: Foner, Ch 24: An Affluent Society, 1953-1960

Thurs: Foner, Ch 25: The Sixties, 1960-1968  
 Olson and Roberts, *My Lai*, Introduction

**QUIZ #4**

**Week 16—May 7-9**

Tues: Foner, Ch 25: The Sixties, cont.

Thurs: Foner, Ch 26: The Triumph of Conservatism, 1969-1988

**Week 17—May 15-17**

Tuesday, May 14<sup>th</sup>: CONFERENCE DAY—NO CLASSES

FINAL EXAM (Chapters 22-26)

**TR 7:30-8:45 Class – Wednesday, May 15 at 7:15am**

**TR 9:00-10:15 Class – Friday, May 17 at 7:15am**

**TR 3:00-4:15 Class – Tuesday, May 21 at 2:45pm**