

**San José State University**  
**College of Social Sciences/ History Department**  
**History 15 (23793) Essentials of U.S. History, Section 7, Spring 2019**

**Course and Contact Information**

|                                   |  |
|-----------------------------------|--|
| <b>Instructor:</b>                | Ray Buyco  |
| <b>Office Location:</b>           | DMH 237B   |
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| <b>Office Hours:</b>              | TTh, 3-4pm, and by appointment   |
| <b>Class Days/Time:</b>           | TTh 12-1:30pm  |
| <b>Location:</b>                  | DMH 150  |
| <b>GE/SJSU Studies Category</b>   | US1 & D2   |
| <b>Peer Connections SI Leader</b> | Alizeh Raza  |
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**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.

**Course Goals**

CG1: Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

CG2: Courses in American Institutions 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 courses 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.

CG3: Social Science sources should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

## **GE Learning Outcomes (GELO):**

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 exams, and written analyses on primary sources.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by written analyses on primary sources, and quizzes on the reading.
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 quizzes on the reading, written analyses on primary sources, multiple-choice and essay exams.
4. GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by written analyses on primary sources, book activity, quizzes on the reading, multiple-choice and essay exams.
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 written analyses on primary sources, quizzes on the reading, multiple-choice and essay exams.

## **Course Learning Outcomes (CLO)**

1. CLO 1: Distinguish between primary and secondary materials and decide when to use each. Assessed by written analyses on primary sources, and in-class activity.
2. CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence. Assessed by written analyses on primary sources, and multiple-choice and essay exams.
3. CLO 3: Identify and summarize other scholars' historical arguments. Assessed by in-class polls, quizzes on the reading, and multiple-choice and essay exams.
4. CLO 4: Apply historical knowledge and analysis to contribute to contemporary social dialogue. Assessed by in-class polls, written analyses on primary sources, and class activities.
5. CLO 5: Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed. Assessed by written analyses on primary sources and multiple-choice and essay exams.
6. CLO 6: Read the history text, study and take notes and then apply the knowledge in class. Assessed by in-class activities, multiple-choice and essay exams.

## **Required Texts/Readings**

### **Textbook**

We will use a textbook with an online component:  
Edwards, Rebecca, *America's History*, Value Ed.(Combined Volumes 1and 2) (Boston: Bedford/ St. Martin's, 2018), w LaunchPad for America's History (Six Months Access)  
ISBN-9781319196745. You will access quizzes and other homework through Canvas.

## **Other Required Readings (Available in the Spartan Bookstore)**

Douglass, Frederick, *Narrative of the Life of Frederick Douglass, An American Slave*, 3rd ed., (Boston: Bedford/St. Martin's, 2003), ISBN: 9781319048891

Anne Moody, *Coming of Age in Mississippi*, (New York: Random House, 1992), ISBN: 9780440314882

## **Other Technology Requirements & Equipment**

You will need access to a computer, iPad or other device and a good connection to the internet to complete the weekly homework assignments.

## **Course Requirements and Assignments**

University's Credit Hour Requirement: 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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus

### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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. Send me a message through canvas asking for permission to record the lectures.

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.

### **1.) Midterm Exam #1 (20% of grade):**

1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

### **2.) Midterm Exam #2 (20% of grade):**

1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

**\*Note on Exams:** Bring a Scantron T&E 200 form and one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and discussions; 2) Think about broader issues and connections between all of the material covered in the course.

### **3.) Chapter Reading, Primary Source Reading and All Assigned Online Quizzes (20% of grade):**

You should come to class having done all the assigned chapter reading and the quizzes by the due date.

Read the weekly assigned primary sources and take the associated quizzes by the due date. Be prepared to answer discussion questions at the end of the sources in class. The purpose of this assignment is to prepare you for discussion.

Note: You cannot make up a quiz, so be sure you complete it on time.

### **4.) Participation, Presentations, and Discussion Leading (10% of the grade):**

We will do a variety of activities to get discussions going throughout the semester. Details on each specific activity will be communicated well in advance.

Take advantage of opportunities to participate. Here are excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others' thoughts, participating in small group activities (including presentations).

### **5.) Quizzes and homework on Other Assigned Reading, *Narrative of the Life of Frederick Douglass, An American Slave & Coming of Age in Mississippi* (10%):**

Bring a T&E 200 Scantron form!

You submit ten discussion "questions and observations" on canvas before each of two class sessions when we will take the quiz and discuss the book. Have either electronic or paper access to this homework in class for the discussion.

Being unprepared to discuss the book will further damage your participation and exam grades.

**Note:** Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good test-taking and essay-writing.

### **6.) Final Exam (20% of grade):**

1/4 Multiple Choice, 1/2 Short Essays (not cumulative) & 1/4 Cumulative Long Essay focusing on themes covered throughout the semester in lecture and discussion.

**\*Note on Exams:** Bring a Scantron T&E 200 form and one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and discussions; 2) Think about broader issues and connections between all of the material covered in the course.

**\*Note:** A valid, documented excuse, is required to make up quizzes and exams. For example, if sick, a doctor's note is required.

**University policy F69-24:** "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."

**Note:** Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good test-taking and essay-writing.

### **Final Examination or Evaluation**

Three-quarters of the final exam will not be cumulative, but there will be a reflective essay question on the exam that will fulfill the required SJSU culminating activity.

### **Grading Information**

Grading will be A-F.

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

|                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|
| A+ = 98 – 100%  | B+ = 88 – 89.9% | C+ = 78 – 79.9% | D+ = 68 – 69.9% |
| A = 92 – 97.9%  | B = 82 – 87.9%  | C = 72 – 77.9%  | D = 62 – 67.9%  |
| A- = 90 – 91.9% | B- = 80 – 81.9% | C- = 70 – 71.9% | D- = 60 – 61.9% |

### **Grade Symbols and Values:**

A+: 4.0; A: 4.0; A-: 3.7; B+: 3.3; B: 3.0; B-: 2.7;  
C+: 2.3; C: 2.0; C-: 1.7; D+: 1.3; D: 1.0; D-: .7; F: 0

Grades are determined by the total number of points earned out of 1000 possible course points.

The midterms and final exam are worth 200 points each (600 points total), the two book quizzes are worth 50 points each (100 points total), Presentations and Participation together are worth 100 points, and all Revel quizzes and assignments are worth 200 points.

### **Grade Checks**

In general, you should keep track of your own grade by checking Canvas, and/or keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you'll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.

Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons. You will need a documented excuse to be officially excused. Forged doctors notes are grounds for being reported to Academic

Late assignments will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of documented illness or documented unforeseeable circumstances. If such circumstances arise, you should contact me immediately. Revel Assignments will not be extended except for documented illness or documented unforeseen circumstances.

## **Contacting Professor Buyco**

### **Office Hours**

I strongly encourage you to visit me during my office hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

### **\*Canvas**

**Canvas is the preferred method** of electronic communication. Because you are identified automatically, the usual business (email) formalities are waved.

I request that you **post a profile photo on Canvas**—this helps me learn your name more quickly.

I will respond to your Canvas message within 48 hours.

If you use email, let me know what class and what section you are in.

## **Peer Connections**

Peer Connections' free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. In addition, Peer Connections supplemental instruction (SI) leaders assist professors in select courses by running study groups and review sessions. Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections' website at <http://peerconnections.sjsu.edu> for more information.

## **Classroom Protocol**

University policy F69-24, "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."

You are expected to arrive to class on time. Cell phones must be on silent and must be put away for the duration of the class! Tablets and computers are allowed only for taking lecture or discussion notes. Close all applications except the one that allows note taking.

Please refrain from talking when I begin to lecture. During the discussion sections, discuss only the in-class assignment at hand.

I reserve the right to penalize repeat offenders by lowering the offender's grade.

## 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

*The schedule is subject to change with fair notice via email and in class.*

| Week | Date    | Topics, Readings, Assignments, Deadlines   |
|------|---------|--|
| 1    | Th 1/24 | Introduction   |
| 2    | M 1/28  | <b>I. The American Revolution and Constitution, 1750-1790</b><br><b>Reading &amp; Quizzes:</b> Chapters 5, 6<br>Document 5-3: Peter Oliver, Origin and Progress of the American Rebellion (1781); Document 5-6: Thomas Paine, Common Sense (1776)<br>Document 6-3: Prince Hall, Petition for Freedom to the Massachusetts Council (1777); Document 6-4: James Peale, General George Washington at Yorktown (c. 1782) |
|      | T 1/29  | <b>Lecture/Discussion:</b> The American Revolution   |
|      | Th 1/31 | <b>Lecture/Videos/Discussion:</b> The American Revolution  |
| 3    | M 2/4   | <b>II. Founding of the Nation</b><br><b>Reading &amp; Quizzes:</b> Chapter 7; Document 6-6: James Madison, Federalist No. 10 and Federalist No. 51 (1787); Document 7-1: Alexander Hamilton, Letter to Edward Carrington (1792); Document 7-2: Thomas Jefferson, Notes on the State of Virginia (1781)   |
|      | T 2/5   | <b>Lecture/Discussion:</b> Founding of a Nation  |
|      | Th 2/7  | <b>Lecture/Discussion:</b> Securing the Republic   |

| Week | Date    | Topics, Readings, Assignments, Deadlines   |
|------|---------|--|
| 4    | M 2/11  | <b>III. The North, 1815-1860</b><br><b>Reading &amp; Quizzes:</b> Chapter 8, 9<br>Document 8-1: J. Hill, Junction of Erie and Northern Canal (c. 1830–1832); Document 8-4: Ethan Andrews, Slavery and the Domestic Slave-Trade (1836); Document 9-1: Martin Van Buren, The Autobiography of Martin Van Buren (1854); Document 9-4: Henry Clay, Speech on the Presidential Election (1840)  |
|      | T 2/12  | <b>Lecture/Discussion:</b> The Market Revolution, 1800-1840  |
|      | Th 2/14 | <b>Lecture/Discussion:</b> Democracy in America 1815-1840  |
| 5    | M 2/18  | <b>IV. Reform Impulse</b><br><b>Reading &amp; Quizzes:</b> Chapter 10<br>Document 10-1: Margaret Fuller, Woman in the Nineteenth Century (1845); Document 10-4: Sarah Grimké, Letters on the Equality of the Sexes and the Condition of Woman (1837); Document 10-5: David Walker, Preamble to Walker’s Appeal in Four Articles (1830); Document 10-6: Calvin Colton, Abolition a Seditious (1839)   |
|      | T 2/19  | <b>Lecture/Discussion:</b> Democracy in America 1815-1840 (cont.)  |
|      | Th 2/21 | <b>Lecture/Discussion:</b> Reform Impulse  |
| 6    | M 2/25  | <b>V. Manifest Destiny and A House Divided</b><br><b>Reading &amp; Quizzes:</b> Chapters 11, 12; Document 11-5: Richard Doyle, The Land of Liberty (1847); Document 12-5: Dred Scott v. Sandford (1857); Document 12-3: John C. Calhoun, Speech on the Slavery Question (1850)   |
|      | T 2/26  | <b>Lecture/Discussion:</b> War with Mexico   |
|      | Th 2/28 | <b>MIDTERM #1 (bring one clean Green Book and a Scantron)</b>  |
| 7    | M 3/4   | <b>VI. The Civil War and Reconstruction, 1860-1877</b><br><b>Reading &amp; Quizzes:</b> Chapters 13, 14; Document 13-4: Abraham Lincoln, Emancipation Proclamation and Jefferson Davis, Message (1863); Document 13-6: William T. Sherman, Special Field Order No. 15 (1865); Document 14-4: Charles Francis Adams Jr., The Protection of the Ballot in National Elections (1869); Document 14-6: Robert Browne Elliott, Speech to Congress (1874) |
|      | T 3/5   | <b>Lecture/Discussion:</b> The Civil War, 1861-1865  |
|      | Th 3/7  | <b>Reconstruction</b><br><b>Lecture/Discussion:</b> Reconstruction, 1865-1877  |

| Week | Date             | Topics, Readings, Assignments, Deadlines   |
|------|------------------|--|
| 8    | M 3/11           | <b>VII. The Gilded Age and the Progressive Era, 1877-1914</b><br><b>Reading &amp; Quizzes:</b> Chapters 15, 16; Document 15-4: Francis A. Walker, Annual Report of the Commissioner of Indian Affairs (1872), Document 16-1: Andrew Carnegie, Wealth (1889); Document 16-4: Chinese Exclusion Act (1882)   |
|      | T 3/12           | <b>Quiz &amp; Discussion:</b> <i>Narrative of the Life of Frederick Douglass</i><br><b>Due:</b> Ten Questions/observations about the book  |
|      | Th 3/14          | <b>Lecture/Discussion:</b> The Gilded Age  |
| 9    | M 3/18           | <b>VII. WWI</b><br><b>Reading &amp; Quizzes:</b> Chapters 19, 20<br><b>Revel Sources &amp; Questions (submit answers on canvas):</b><br>Document 19-5: Theodore Roosevelt, Annual Message to Congress (1907); Document 19-6: W. E. B. Du Bois, The Talented Tenth (1903); Document 20-5: The Liberator, Tulsa, November 9th (1918); Document 20-6: Woodrow Wilson, War Aims and Peace Terms (1918)   |
|      | T 3/19           | <b>Lecture/Discussion:</b> The Progressive Era   |
|      | Th 3/21          | <b>Lecture/Discussion:</b> WWI   |
| 10   | M 3/25           | <b>VIII. 1920s &amp; The Great Depression</b><br><b>Reading &amp; Quizzes:</b> Chapters 21, 22; Document 21-2: Carrie Chapman Catt, Passing the Federal Suffrage Amendment; Document 21-6: Westinghouse Advertisement (1924) and Chevrolet Advertisement (1927); Document 22-2: Franklin D. Roosevelt, Inaugural Address (1933); Document 22-5: “The Spirit of the New Deal” (1933) and “It’s So Hard to Find a Place for You” (1935)  |
|      | T 3/26           | <b>Lecture/Discussion:</b> The 1920s   |
|      | Th 3/28          | <b>Lecture/Discussion:</b> The Great Depression/The New Deal   |
| 11   | T 4/2-<br>Th 4/4 | <b>Spring Break</b>  |
| 12   | M 4/8            | <b>IX. WWII and the Cold War, 1941-1972</b><br><b>Reading &amp; Quizzes:</b> Chapters 23, 24; Document 23-1: Franklin D. Roosevelt, Annual Message to Congress on the State of the Union (1941); Document 23-6: Harry Truman, Announcing the Use of the A-Bomb at Hiroshima (1945); Document 24-1: George Kennan, “Long Telegram” to James Byrnes (1946); Document 24-2: Walter Lippmann, Cold War: A Study in U.S. Foreign Policy (1947); Document 24-5: John Foster Dulles, The Evolution of Foreign Policy (1954) |
|      | T 4/9            | <b>Lecture/Discussion:</b> WWII  |
|      | Th 4/11          | <b>Lecture/Discussion:</b> The Cold War  |

| Week | Date                        | Topics, Readings, Assignments, Deadlines   |
|------|-----------------------------|--|
| 13   | M 4/15<br>T 4/16<br>Th 4/18 | <b>X. Post War America, 1945-1972</b><br><b>Reading &amp; Quizzes:</b> Chapter 25; Document 25-3: Billy Graham, Our Right to Require Belief (1956); Document 25-6: J. R. Eyerman, Los Angeles (1952) and Malvina Reynolds, Little Boxes (1962)<br><b>Lecture/Discussion:</b> The Affluent 1950s<br><b>MIDTERM #2</b>   |
| 14   | M 4/22<br>T 4/23<br>Th 4/25 | <b>XI. Civil Rights &amp; The Great Society</b><br><b>Reading &amp; Quizzes:</b> Chapters 26, 27; Document 26-3: Malcolm X, The Ballot or the Bullet (1964); Document 27-1: Lyndon Baines Johnson, The Great Society (1964); Document 27-2: John Kerry, Testimony Before the Senate Committee on Foreign Relations (1971);<br><b>Lecture/Discussion:</b> 1960s: Civil Rights<br><b>Lecture/Discussion:</b> The Great Society   |
| 15   | M 4/29<br>T 4/30<br>Th 5/2  | <b>XII. The Conservative Turn, 1972-2000</b><br><b>Reading &amp; Quizzes:</b> Chapter 28; Document 28-3: Supreme Court Decision in Roe v. Wade (1973); Document 28-4: Phyllis Schlafly, Statement Opposing the ERA (1977); Document 28-6: Christianity Today, Interview with the Lone Ranger of American Fundamentalism (1981)<br><b>Lecture/Discussion:</b> 1970s: Nixon<br><b>Lecture/Videos/Discussion</b> 1970s: Ford, Carter                                      |
| 16   | M 5/6<br>T 5/7<br>Th 5/9    | <b>Reading &amp; Quizzes:</b> Chapter 29; Document 29-1: Ronald Reagan, Conservative Political Action Conference Dinner (1981); Document 29-2: David Stockman, Why the Reagan Revolution Failed (1986)<br><b>Quiz/ Discussion:</b> <i>Coming of Age in Mississippi</i><br><b>Due:</b> Ten Discussion Observations and/or Questions on <i>Coming of Age in Mississippi</i><br><b>Lecture/Discussion Lecture/Discussion</b> 1980s: Reagan & Reaganomics/ End of Cold War |
| 17   | M 5/20<br>9:45am            | <b>Final Exam</b>  |