San José State University  
College of Social Sciences  
Department of History  

HIST 15 -09: Essentials of U.S. History  

Fall 2019– 3 units

Instructor: Katherine Chilton  
Office Location: DMH 321  
Telephone: (408) (924-5526)  
Email: katherine.chilton@sjsu.edu  
Office Hours: Wednesday 10:30am-12pm or by appointment  
Class Days/Time: M 9:00am-10:15am  
Classroom: DMH 161  
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. Through your Learning Management System, Canvas, you will be able to register for the site. In Canvas, go to the left hand menu, find the tab Globalyceum Course, click on the Globalyceum tab and follow the instructions for registration. The cost of this subscription is $39.99. Your purchase options are Paypal, debit/credit, or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, Firefox, and Safari browsers. 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 refer themselves to Michael in his drop in office hours, make an appointment 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.

Student Services Center 600
Monday 2-4pm
Wednesday 12-2pm
Thursday 1-3pm
Friday 12:30-2:30pm

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><strong>Reading Quizzes</strong></td>
<td>225</td>
<td>GELO 1, CLO 3, CLO 7</td>
</tr>
<tr>
<td><strong>Outlines</strong></td>
<td>30</td>
<td>GELO 1, CLO 3</td>
</tr>
<tr>
<td><strong>Primary Source Activities</strong></td>
<td>280</td>
<td>GELO 1-5, CLO 1, 2, 4, 6</td>
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<tr>
<td><strong>Compositions</strong></td>
<td>45</td>
<td>GELO 1, CLO 5</td>
</tr>
<tr>
<td><strong>In class polling and assignments</strong></td>
<td>150</td>
<td>GELO 1-5, CLO 1, 2, 4, 6</td>
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<td><strong>Final Project</strong></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 Globalyceum 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 Globalyceum.

**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 Globalyceum 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 Globalyceum 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.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-82%</td>
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<tr>
<td>B-</td>
<td>81-79%</td>
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<tr>
<td>C+</td>
<td>78-75%</td>
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<tr>
<td>C</td>
<td>74-70%</td>
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<tr>
<td>D+</td>
<td>66-64%</td>
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<tr>
<td>D</td>
<td>63-61%</td>
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<td>F</td>
<td>58-0%</td>
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Extra Credit Movie Screenings

There will be several movie screenings on campus through the semester of films related to subjects covered in the course. You can attend up to two screenings for 10 points of 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 Globalyceum. 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 problems due by Sunday night preceding class at 11:55pm)</th>
<th>Additional Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26</td>
<td><strong>Module 1:</strong> Europe and the Americas, 1450-1607&lt;br&gt;Reading: Paula Findlen, “Europe and the Americas, 1450-1607” Introduction and Part 1-3</td>
<td>Quiz: Europe and the Americas&lt;br&gt;Activity: John White&lt;br&gt;Activity: European Views of Native American Women</td>
<td></td>
<td>Europe and the Americas Reading Outline</td>
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<td>09/09</td>
<td><strong>Module 2:</strong> Colonial America, 1607-1750 North and South&lt;br&gt;Reading: Mark Peterson, “Colonial America, 1607-1750” Introduction and Part 1-3</td>
<td>Quiz: Colonial America&lt;br&gt;Activity: Nathaniel Bacon</td>
<td></td>
<td>Colonial America Reading Outline&lt;br&gt;Writing: Nathaniel Bacon (Write a Thesis)</td>
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<td>09/23</td>
<td><strong>Module 4:</strong> The Early American Republic, 1790-1815&lt;br&gt;Reading: Caroline Winterer, “The Early American Republic, 1790-1815” Introduction and Part 1-3</td>
<td>Quiz: The Early American Republic&lt;br&gt;Activity: Women’s Education</td>
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<td>Writing: Women’s Education (Write an Outline)</td>
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<td>09/30</td>
<td><strong>Module 5:</strong> The North: 1815-1860&lt;br&gt;Reading: Seth Rockman, “The North, 1815-1860” Introduction and Part 1-3</td>
<td>Quiz: The North&lt;br&gt;Activity: Transportation and Communication&lt;br&gt;Activity: Horace Mann and Education</td>
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<td>10/7</td>
<td><strong>Module 6:</strong> The West: 1815-1860&lt;br&gt;Reading: Karl Jacoby, “The West, 1815-1860” Introduction and Part 1-3</td>
<td>Quiz: The West&lt;br&gt;Activity: Californios and the Bear Flag Revolt&lt;br&gt;Activity: The Gold Rush, Chinese Immigrants and Mark Twain</td>
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<td>Share Stereotypes Article</td>
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<tr>
<td>Date</td>
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<td>Additional Deadlines</td>
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| 10/14    | **Module 7:** The South: 1815-1860  
Reading: Thavolia Glymph, “The South, 1815-1860”  
Introduction and Part 1-3 | Quiz: The South  
Activity: Yeomen Farmers  
Activity: Slave Recollections in the Federal Writers Project |                                                                                      |                      |
| 10/21    | **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) |                      |
| 10/28    | **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 |                                                                                      |                      |
| 11/4     | **Module 10:** WWI and the 1920s, 1914-1929  
Reading: Glen Gendzel, WWI and the 1920s, 1914-1929  
(Introduction and Part 1-3) | Quiz: World War I  
Activity: World War I Propaganda  
Activity: Was the Flapper a Feminist? | Project: Race and the American Experience  
Project Profile |                      |
| 11/11    | **Module 11:** The Great Depression, 1929-1941  
Reading: Linda Gordon, “The Great Depression 1929-1941”  
Introduction and Part 1-3 | Quiz: The Great Depression  
Activity: Dorothea Lange and Hispanic Farmworkers  
Activity: Letters to Roosevelt |                                                                                      |                      |
| 11/18    | **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 |                      |
| 11/25    | **Module 13:** Post War America: Prosperity and Civil Rights | Quiz: Post-War America  
Activity: Love Canal  
Activity: 1965 Voting Rights Act |                                                                                      |                      |
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<th>Additional Deadlines</th>
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<tbody>
<tr>
<td>12/2</td>
<td><strong>Module 14: The Conservative Turn</strong></td>
<td>Quiz: The Conservative Turn</td>
<td>Problem: The Rise of Incarceration</td>
<td>Project: Race and the American Experience Outline or Draft</td>
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<td>12/9</td>
<td><strong>Module 15: The Demographic Revolution</strong></td>
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<td>Problem: 9-11 and Immigration</td>
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<td></td>
<td>Reading: David Gutierrez, “Immigration in the Postwar Era”</td>
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<td>Problem: Does social mobility exist in the US?</td>
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<tr>
<td>12/15</td>
<td>Final Project (No Final Exam)</td>
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<td>Project: Race and American Experience Final Paper Submit Online (Canvas)</td>
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