

**San José State University  
College of Social Sciences**

**Department of History**

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

**Spring 2019– 3 units**

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<b>Office Hours:</b>	Wednesday 11am-12pm or by appointment
<b>Class Days/Time:</b>	W 9:00am-10:15am
<b>Classroom:</b>	Clark 224
<b>GE/SJSU Studies Category:</b>	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.

**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 bottom of the screen, 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](mailto: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 Esmeralda Orozco 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 Esmeralda in her drop in office hours or make an appointment. 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.

### **By Appointment (SSC 600)**

Wednesdays 12-2pm

Thursdays 1-3pm

### **Drop-in Tutoring (Clark Hall)**

Mondays 1:30-3:30pm

Tuesdays 12-2pm

### **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Course Requirements and Assignments

Assignment	Points	Learning Outcomes
Reading Quizzes	225	GELO 1, CLO 3, CLO 7
Outlines	30	GELO 1, CLO 3
Primary Source Activities	280	GELO 1-5, CLO 1, 2, 4, 6
Compositions	45	GELO 1, CLO 5
In class polling and assignments	150	GELO 1-5, CLO 1, 2, 4, 6
Final Project	130	GELO 1-5, CLO 1-7
Total	860	

### 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.

A 100-93%	C+ 78-75%	D- 60-59%
A- 92-90%	C 74-70%	F 58-0%
B+ 89-87%	C- 69-67%	
B 86-82%	D+ 66-64%	
B- 81-79%	D 63-61%	

### **Extra Credit Movies**

You can view films about American History for 10 points extra credit in the course. The list of approved films is on Canvas, but you can request approval for additional movies or documentaries. Submit a selfie viewing the film to the Extra Credit assignment on Canvas.

### **Course 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. Any work that uses uncredited sources (plagiarism) will result in a 0 score for that assignment, and potentially further penalties as per University policy.

### **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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## Course Schedule

All readings and activities are due the night before class time on Wednesdays, all reading assessments and composition assignments are due by the end of the module (Sundays).

Date	Module and Readings	Assessments	Primary Source Activities (all problems due by Tuesday night at 11:55pm)	Additional Deadlines
01/24	Introduction			Subscribe to Globalyceum
01/30	<b>Module 1:</b> Europe and the Americas, 1450-1607 Reading: Paula Findlen, "Europe and the Americas, 1450-1607" Introduction and Part 1-3	Quiz: Europe and the Americas	Activity: John White Activity: European Views of Native American Women	Europe and the Americas Reading Outline
02/6	<b>Module 2:</b> Colonial America, 1607-1750 North and South Reading: Mark Peterson, "Colonial America, 1607-1750" Introduction and Part 1-3	Quiz: Colonial America	Activity: Nathaniel Bacon	Colonial America Reading Outline Writing: Nathaniel Bacon (Write a Thesis)
2/13	<b>Module 3:</b> The American Revolution and Early American Republic 1750-1815 Reading: Alan Taylor, "The American Revolution and Constitution, 1750-1790" Introduction and Part 1-3	Quiz: American Revolution and Constitution	Activity: Slaves and Slave Owners Activity: The Bill of Rights	American Revolution Reading Outline
02/20	<b>Module 4:</b> The Early American Republic, 1790-1815 Reading: Caroline Winterer, "The Early American Republic, 1790-1815" Introduction and Part 1-3	Quiz: The Early American Republic	Activity: Women's Education	Writing: Women's Education (Write an Outline)
02/27	<b>Module 5:</b> The North: 1815-1860 Reading: Seth Rockman, "The North, 1815-1860" Introduction and Part 1-3	Quiz: The North	Activity: Transportation and Communication Activity: Measuring Alcoholism	

Date	Module and Readings	Assessments	Primary Source Activities (all problems due by Tuesday night at 11:55pm)	Additional Deadlines
03/6	<b>Module 6:</b> The West: 1815-1860 Reading: Karl Jacoby, "The West, 1815-1860" Introduction and Part 1-3	Quiz: The West	Activity: Californios and the Bear Flag Revolt Activity: The Gold Rush, Chinese Immigrants and Mark Twain	Share Stereotypes Article
03/13	<b>Module 7</b> 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	
03/20	<b>Module 8:</b> Civil War and Reconstruction, 1860-1877 Reading: Kate Masur, "Civil War and Reconstruction, 1860-1877" Introduction and Part 1-3	Quiz: Civil War and Reconstruction	Activity: Emancipation Proclamation Activity: The Black Codes of Mississippi	Writing: Emancipation Proclamation Write a Draft (Introduction and Conclusion ONLY)
03/27	<b>Module 9:</b> 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	
04/10	<b>Module 10:</b> WWI and the 1920s, 1914-1929 Reading: Glen Gendzel, WWI and the 1920s, 1914-1929 (Introduction and Part 1-3)	Quiz: World War 1	Activity: World War 1 Propaganda Activity: Was the Flapper a Feminist?	Project: Race and the American Experience Project Profile
04/17	<b>Module 11:</b> 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	
04/24	<b>Module 12:</b> 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

Date	Module and Readings	Assessments	Primary Source Activities (all problems due by Tuesday night at 11:55pm)	Additional Deadlines
05/1	<b>Module 12:</b> Post War America: Prosperity and Civil Rights Reading: Mark Brilliant, "Post-War America, 1945-1972" (Introduction and Part 1-3)	Quiz: Post-War America	Activity: Love Canal Activity: 1965 Voting Rights Act	
05/8	<b>Module 14:</b> Changing America Reading: Julian Zelizer, Bethany Moreton and David Gutierrez (Introduction and Part 1-3)	Quiz: The Conservative Turn	Activity: The Rise of Incarceration Activity: Does social mobility exist in America?	Project: Race and the American Experience Outline or Draft
05/19	Final Project (No Final Exam)			Project: Race and American Experience Final Paper Submit Online