

**San José State University**  
**Department of History**  
**History 170S, Topics in American History: American Identities and Institutions**  
**Spring 2019**

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<b>Office Hours:</b>	Wednesdays 11am-12pm
<b>Class Days/Time:</b>	Fully Online
<b>Prerequisites:</b>	(1) Upper division standing (60 units) (2) Core G.E. courses completed (3) “WST” passed and (4) 100W as prerequisite or co-requisite.
<b>GE/SJSU Studies Category:</b>	American Institutions U.S. History (F1) and SJSU Studies Area S <i>Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.</i>

### **Canvas and MYSJSU Messaging**

This course meets entirely online; all sessions will be asynchronous. 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.. In addition, we will be using the Globalyceum online textbook site through a Canvas link for document analysis activities and readings.

### **Course Description**

Catalog description: An investigation in depth of selected periods or problems.

This topic focuses on historical relationships between social groups and the political, social, economic, and cultural institutions they created. Students will examine American politics as a struggle between various groups associated with and often organized around racial/ethnic, gender, class, regional, religious, ability, sexuality, and culturally-based identities. Interactions, including examples of both cooperation and conflict, will be highlighted in order to better understand the historical development of American political, social, economic, and cultural institutions. As a result of learning by comparison and combining the learning objectives of American Institutions U.S. History (F1) and SJSU Studies Area S, this course will promote *cosmopolitan citizenship*, by which we mean the understanding required to be a responsible citizen at all levels--local, state, national, and trans-national. Students completing this topic will satisfy both the American Institutions U.S. History (F1) and SJSU Studies Area S requirements.

## American Institutions US History (US1) Learning Outcomes

To fulfill the requirements for US History, students should be able to 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 should be asked to analyze certain subtopics, including:

- a. the continent's earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor, and civil rights movements, feminism, environmental and identity politics; and
- b. within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

## SJSU Studies Area S Learning Outcomes

After successfully completing the course, students will be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality,
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US,
3. describe social actions that have led to greater equality and social justice in the US (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age), and
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the US.

## Required Texts/Readings

Required texts can be purchased from the SJSU bookstore, or found used from online booksellers:

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. New York: Back Bay Books, 2008.

Findlen, Paula, et al. "American History." In *Globalyceum*.

One of the texts for this course is *Globalyceum American History*. Though your course shell in Canvas you will find a link to subscribe to *Globalyceum* (please use this link to subscribe so you are linked to the correct course section). The cost of this subscription is \$41.99.

Please make sure to verify your browser and update it if necessary on the Sign In page. *Globalyceum* recommends Chrome or Firefox browsers. If you have any technical Problems during the term, please contact [support@globalyceum.com](mailto:support@globalyceum.com). You can CC me on the email, but your first contact should be with *Globalyceum*.

## 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.

## Classroom Protocol

This course will consider controversial issues in the political, social, economic, and cultural history of the United States and the effects of inequality and privilege on the development of American society and institutions. Students are expected to read and be prepared for class discussions during which they will conduct themselves in a civil and respectful manner. Students should avoid colloquial language, characterizations, remarks, or outright slurs that pertain to groups in the abstract or to their fellow students in particular.

## 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>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

## Assignments and Grading Policy

Students will be asked to complete the following:

Midterm examination	100	Meets objectives F1-1, S-1, S-2, S-4.
Primary Source Assignments	150	Meets objectives F1-1,; S-1, S-2, S-3, S-4.
Final examination	200	Meets objectives F1-1; S-2, S-3.
Discussion Forum	250	Meets objectives F1-1,; S-1, S-2, S-3, S-4.
Video Journals	150	Meets objectives F1-1, S-1, S-2, S-4
Metareflection Paper	50	Meets objectives F1-1, S-4
Total	900	

**Midterm examination.** The midterm will ask students to consider coalitions and conflicts between different ethnic groups in the early United States, and how identities were formed through institution-building. The exam will consist of one document analysis (25%) and one essay question (75%). The exam will be conducted online and open book.

**Activities: Analyze the Evidence.** Short analyses of historical documents will be completed using the Globalyceum site (link through Canvas). Primary sources will include written documents, pictures, photographs, and data.

**Final Examination.** The final exam will ask students to consider this period (post-Reconstruction) as a whole and to describe the net effect of government policies on the lives of groups of people – such as African Americans, Chinese immigrants, or women voters. The exam will ask students to consider the possibilities opened up in the United States for different people by the Civil Rights Movement and also the limits (for example, gay rights). The online open-book exam will consist of five short analyses (25%) and one longer essay (75%).

### **Discussion Forum:**

As this is a “virtual” class, participation in course discussions are heavily weighted in your grade to ensure you get the most out of this format. Discussion postings will be graded according to the rubric on the course canvas site. For each discussion, students should make one substantive post based on course reading and resources by **Thursday night at 11:59pm** and two follow up posts by Sunday night at 11:59pm.

### **Video Journal:**

In many modules you will view an episode of a related documentary on the experience of diverse groups in U.S. History and write a journal response detailing the main issues raised in the film and your analysis and interpretation of the events. You will post this on the Video Journal board by the end of the Module.

### **Metareflection Paper:**

After viewing all the assigned films, you will write a reflective essay on your experience and how your perception of United States history has changed over the course.

### **Late policy**

Late papers will be severely penalized (at least one full letter grade per day). The instructor reserves the right to refuse late papers.

### **Extra Credit**

Students may get extra credit for viewing related movies (list of films on Canvas). For films viewed at home, you should upload a receipt, still, or selfie as proof to the Extra Credit assignment on Canvas.

### **Grading Information:**

The grading scale for this course will be:

90-2%=A-	80-2%=B-	70-2%=C-	60-2%=D-
93-6%=A	83-6%=B	73-6%=C	63-6%=D
97-100%=A+	87-9%=B+	77-9%=C+	67-9%=D+

A student with a semester average below 60% will fail the course.

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

## 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

Date	Topics, Readings, Assignments, Deadlines
	<b>UNIT ONE FOUNDATIONS</b>
1/24	<b>Introduction—Identities and Institutions</b> GL PROBLEM: How does your government affect you?
1/28	<b>Social and Economic Institutions in Colonial America</b> READ: Takaki, Chapter 2 GL PROBLEM: European Views of Native Women VIDEO JOURNAL 2
2/4	<b>The American Revolution and Political Institutions in Early America</b> READ: Takaki, Chapter 3, Globalyceum Topical Essay: Alan Taylor, "The Revolution in the West" GL PROBLEM "Slaves and Slaveowners" DISCUSSION FORUM 1 (First posts due Thursday Feb 7 by 11:59pm)
	<b>UNIT TWO MULTIPLE FRONTIERS</b>
2/11	<b>Industrial America</b> READ: Takaki Chapter 4 and 6 GL PROBLEM: Transportation and Communication VIDEO JOURNAL 4
2/18	<b>Settling the West</b> READ: Takaki, Chapters 7-8, Globalyceum Topical Essay, Karl Jacoby, "Blood and Soil: The U.S. Mexico War" GL PROBLEM: The Gold Rush, Chinese Immigrants, and Mark Twain VIDEO JOURNAL 5
2/25	<b>Slavery, Civil War and Reconstruction</b> READ: Takaki, Chapter 5, GL Topical Essay: The War Within GL PROBLEM: Slave Recollections in the Federal Writers Project VIDEO JOURNAL 6 DISCUSSION FORUM 2 (First posts due Thursday Feb 28 by 11:59pm)
	<b>MODULE THREE TRANSITIONS AND MIGRATIONS</b>

Date	Topics, Readings, Assignments, Deadlines
3/4	<p><b>Reorganizing Identities in the West</b>            READ: Takaki, Chapter 9, GL Topical Essay: Libra Hilde, “Native Americans in the late 19<sup>th</sup> Century”            GL PROBLEM: Buffalo Soliders</p>
3/11	<p><b>Immigration and Progressivism</b>            Reading: Takaki, Chapter 10-11, GL Topical Essay: Hasia Diner, The Great Migration            GL PROBLEM: Jacob Riis Photos  <b>MIDTERM EXAM</b></p>
3/18	<p><b>Jazz Age and Great Migration</b>            Takaki, Chapter 13            GL PROBLEM: The Great Migration of African Americans            VIDEO JOURNAL 9            DISCUSSION FORUM 3 (First posts due Thursday March 21 by 11:59pm)</p>
<b>MODULE FOUR TRANSFORMATIONS</b>	
3/25	<p><b>Up from Mexico</b>            Takaki, Chapter 12            GL PROBLEM: Dorothea Lange and Hispanic Farmworkers            VIDEO JOURNAL 10</p>
4/8	<p><b>The Great Depression</b>            READ: GL Core Essay, Linda Gordon, The Great Depression            GL PROBLEM: Letters to the Roosevelts</p>
4/15	<p><b>World War II and Wartime Identities</b>            READ: Takaki Chapter 14            GL PROBLEM: Women in World War II            VIDEO JOURNAL 12            DISCUSSION FORUM 4 (First posts due Thursday April 18 by 11:59pm)</p>
<b>MODULE FIVE RIGHTS AND REVOLUTIONS</b>	
4/22	<p><b>The Long Civil Rights Movement</b>            READ: Takaki, Chapter 15, GL Topical Essay: Mark Brilliant, The Color of America has changed            GL PROBLEM: Ethnic Manifestos            VIDEO JOURNAL 13</p>
4/29	<p><b>Latino Americans and Immigration Reform</b>            Reading: Takaki, Chapter 16, GL Topical Essay: David Gutierrez, Immigration in the Postwar Era            GL PROBLEM :9-11 and Immigration            VIDEO JOURNAL 14</p>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5/6	<b>Inspiring Revolution: Women's Liberation and Gay Liberation</b> READ: GL Topical Essay: Gay and Lesbian History, 1945 to the present GL PROBLEM: Women in Congress VIDEO JOURNAL 15 DISCUSSION FORUM 5 (First posts due Thursday May 9 by 11:59pm)
<b>Final Exam</b>	METAREFLECTION PAPER (Due Sunday May 19 by 11:59pm) FINAL EXAM (Due Friday May 17 by 11:59pm)