

San José State University
College of Social Sciences/Department of History

**Hist. 170S (1), Topics in American History: American Identities
and Institutions, MW 12-1:15 pm**

Spring 2019

Course and Contact Information

Instructor:	Dr. Margo McBane, Ph.D.
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Email:	margo.mcbane@sjsu.edu (state the course number in subject line)
Office Hours:	Wed 9-11am or by appointment
Class Days/Time:	MW 12-1:15 pm
Classroom:	DMH 163
Prerequisites:	<ol style="list-style-type: none"> 1) Upper division standing (60 units, Junior or above) 2) Core G.E. courses completed 3) WST passed and 4) 100W as prerequisite or co-requisite
GE/SJSU Studies Category:	<p>American Institutions U.S. History (F1) and SJSU Studies Area S</p> <p><i>Courses to meet Areas R,S, and V of SJSU Studies must be taken from three different departments.</i></p>

Canvas and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on SJSU Canvas learning management system course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. Grades will also be posted on the course Canvas website. You may message me through Canvas or my email: margo.mcbane@sjsu.edu. Please write the course and section number you are in on the subject line.

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 cultural-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 *full citizenship* (economic, social, and civic/political) as well as *cosmopolitan* citizenship, by which we mean the understanding required to be a responsible citizen at all levels—local, state, national, and transnational. Students completing this topic will satisfy both the American Institutions U.S. History (F1) and SJSU American Studies Area S requirements.

American Institutions US History (US1) Learning Outcomes

To fulfill the requirements for U.S. 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 beginning 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: Self, Society and Equality in the U.S.

GE Student Learning Objectives (GELOs) and Course Learning Objectives (CLOs)

After successfully completing this course:

1. GELO 1: Students will be able to 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. GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
3. GELO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
4. GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Required Texts/Readings

Textbook

- Bederman, Gail. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1996. ISBN-10: 0226041395 (Available as free ebook through SJSU Library)
- Hoffert, Sylvia D. *A History of Gender in America: Essays, Documents, and Articles*. Upper Saddle River, NJ: Prentice Hall, 2003. ISBN: 0130122254 (Available on Amazon. The 1st 2 weeks of chapters available on Canvas)) THE BOOK IS NO LONGER IN PRINT. YOU MAY BE ABLE TO FIND A USED COPY, BUT I AM POSTING ON CANVAS, UNDER MODULES, AS THE READING FROM HOFFERT.
- Takaki, Ronald. *A Different Mirror: A History of Multicultural America* Back Bay Books 2008 Revised Edition ISBN-10: 9780316022361 (Available on Amazon. BE SURE TO ORDER THE 2008 EDITION. The 1st 2 weeks of chapters available on Canvas)

Other Readings

Additional articles required for certain weeks will be available on the Canvas webpage for the course.

Course Requirements and Assignments

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-SO YOU ARE EXPECTED TO SPEND 9 HOURS A WEEK FOR A 3 UNIT CLASS), 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>.

This course will combine lectures, film, and discussion each week. Students are expected to read closely and carefully, and to come prepared to discuss the documents and books assigned. Please bring the readings to class so that we can examine them in detail.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture [at a minimum]) 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.” So for this 3 unit course you are expected to spend 2.5 hrs a week in class and 6.5 hours out of class.

Late papers will be penalized 1 grade per day beginning one minute after the due time (not per class) even over weekends, and will not be accepted after 48 hrs. The Final Paper and Extra Credit must be handed in by the due date, no late papers will be accepted. ALL PAPERS MUST BE SUBMITTED ONLY THROUGH Canvas. NO ASSIGNMENTS WILL BE ACCEPTED THROUGH EMAIL, unless otherwise instructed by the professor. Make up exams or an incomplete for the course will only available with a doctors excuse or an extreme emergency.

Students unable to attend class must contact the teacher, but get notes from other students. Student may complete one extra credit only. One extra credit worth 5% of grade will be available.

Final grades will be based upon:

1. 20% Participation (this grade includes participation in weekly discussion groups-YOU WILL BE GRADED ON YOUR PARTICIPATION IN THE WEEKLY DISCUSSION GROUPS, in-class interaction during class time and completion of film notes). If you are absent on discussion days, or days we show films, you must complete the discussion questions and send them to me by email, or you must watch the films in IRC (listed under our course name) and complete the film questions and hand them in to me in hard copy in class. If you are sick on quiz days, you will not be able to make up the quiz but if you email me about your illness before class I will excuse you from class that day unless we show a film, and then you must complete the film notes to be excused from class.
2. 21% Weekly Quiz on Thesis of Reading (You will be given the Key Terms and Discussion Questions the week before. You will randomly be given either a Key Term Quiz or one of the week's discussion questions to answer in one paragraph) (each worth 3 %; best 7)
3. 7% 3% Discussion Group Leadership and 4% Leader Question and Answer Writing Assignment.
3% Discussion Leaders: You will sign up to be a discussion leader on the 2nd week, for the following weeks of class. On Wednesday each person will lead 1 small discussion group. I will give you approximately 4 questions the week ahead.

4% Discussion Leaders Questions and Answers: The day before their discussion, on Tuesday evening at 11 pm each discussion group leader must hand in the questions and answers to Canvas-Weekly Discussion Leader Questions and Answers. Type 12 pt New Times Roman font, 1 inch margins around, and single spaced. Late papers will be downgraded one grade for each day and only accepted up to 2 days late on Canvas. Each component of the question must have at least a 1/4 to 1/3 page answer using Turabian/Chicago Style footnotes from the week's readings. EACH ANSWER THAT DOES NOT INCLUDE FOOTNOTES WILL ONLY RECEIVE A "C" GRADE. DISCUSSION LEADERS MUST MAKE UP 2 OF THEIR OWN DISCUSSION QUESTIONS AND ANSWER THEM UNLESS THE SCHEDULE SAYS OTHERWISE). When you lead the discussion, you will first ask your group the questions given by the professor. If time permits, you will then ask your own questions.
4. 4% 2nd Week All Class Discussion Question and Answers Footnoted Answers

to 1st Discussion Questions (approximately 1/4 To 1/3 page answer per question component, citing with Turabian/Chicago style footnotes). 2nd Week Discussion Question and Answers. The 1st week of class I will give you approximately 4 questions to answer for the next week. **YOU CAN USE EITHER Footnotes (bottom of page)/Endnotes (end of essay). ANY ANSWER THAT DOES NOT HAVE FOOTNOTES WILL NOT RECEIVE MORE THAN A “C” GRADE. You go into "Word," click on "References," click on insert either footnotes or endnote. Once you insert after sentence. It drops you to either the bottom of the page (footnote) or end of essay (endnote). Here is how to cite.**

1. Ronald Takaki, FULL TITLE (place: publisher, date), p. ?.
2. Sylvia Hoffert, FULL TITLE (place: publisher, date), p. ?.
3. Ibid. (refers to Hoffert again)
4. Takaki, SHORTENED TITLE, p. ?.

Everyone in class will hand in by Tuesday night 11 pm the 2nd week of class the questions and answers to Canvas-All Class Question and Answer Assignment. Late papers will be downgraded 1 grade a day and only accepted up to 2 days late. These answers must be approximately 1/4 to 1/3 page per question component (typed 12 pt New Times Roman font, 1 inch margins around, single spaced) and double spaced between questions. ALL ANSWERS MUST HAVE CITED FOOTNOTES FROM THE WEEK'S READINGS.

5. 10% History Walking Tour Assignment (Either the Mexican American History Walking Tour or the Japantown History Walking Tour). You may choose to do either the Mexican American History Walking Tour or the Japantown History Walking Tour. The professor will provide you with the background reading, the walking instructions, and what you need to do to write and submit the assignment to Canvas. Assignments will drop a grade a day beginning after the 11 pm deadline on the due date. No assignments will be accepted after 2 days lateness. See below Course Schedule for due date.
6. 19 % 1st Take Home Midterm Essay (12-14 pages not including footnotes or 3,600-4,200 words).
7. 19 % 2nd Take Home Final Essay (12-14 pages not including footnotes or 3,600-4,200).
For both the Midterm and Final Essays, you must answer them based on readings/lectures/discussions/films/fieldtrips.

Extra Credit Options: 5% (This will be graded) You must hand it in to Canvas. ALL EXTRA CREDIT IS DUE BY 11 PM. (SEE SYLLABUS FOR EXACT DATE). No late extra credit assignments will be accepted.

Here are following options. You may do one of the following: 5 pts. Out of 100

1. Events on Campus and Community: Take a picture of yourself at the event, write 1 ½ page description of what happened, and 1 ½ page analysis comparing and contrasting to class lectures, readings, films using Turabian/Chicago Style footnotes (minimum of 900 words or you will only receive a C).
 SAN JOSE'S LOWRIDER CULTURE EXHIBIT, browse the exhibit (take a selfie there) and attend one of the following (take a selfie there):
 Feb. 16 Saturday 3-5 pm MLK Jr Library Rm 225 5th Floor, "Lowrider Culture and Society" panel
 March 16 Saturday 3-5 pm MLK Jr. Library Rm 225 5th Floor, "The Future of Lowriding in San Jose" panel.

2. Movie/Documentary Analysis (ask professor about other possibilities) suggestions: , write 3 pages. In the first 1 1/2 pages describe the chosen extra credit assignment. In the final 1 ½ pages compare and contrast the history subject matter of the extra credit assignment to our class-related materials ON RACE, CLASS, GENDER AND CITIZENSHIP (readings, films, discussion groups, lectures). You must use footnote citations in the analytic section of your extra credit essay, referencing readings, lectures, and films from class. All extra credit assignments are due no later than the last day of class. IF YOU DO NOT USE FOOTNOTE OR WRITE 3 PAGES YOU WILL ONLY RECEIVE 50% CREDIT.
 - A. "Gangs of New York"
 - B. "Gone With the Wind" in its entirety-MLK Library
 - C. "On Gold Mountain" in its entirety
 - D. 2 episodes of "Roots"-MLK Library
 - E. "Bamboozled" in its entirety-MLK Library
 - F. "The White Dawn" in its entirety (on Inuit/Eskimos)
 - G. "Hawaii" in its entirety
 - H. "Hester Street"
 - I. "Picture Bride" in its entirety (on Japanese Picture Brides to Hawaii)
 - J. "Alamo Bay" in its entirety (on Vietnamese in the Gulf Region)
 - K. "Requiem" in its entirety (Spike Lee's film on New Orleans and Katrina)
 - L. 2 episodes "Eyes on the Prize" (on the Black Civil Rights Movement)-IRC
 - M. "Four Little Girls" (Southern Black Civil Rights Movement)
 - N. "Mississippi Burning" (Southern Black Civil Rights Movement).
 - O. "To Kill A Mockingbird" (Southern Black segregation)
 - P. "The Long Walk Home" (Southern Black Civil Rights Movement")
 - Q. 2 episodes "Chicano!" (on the Chicano Movement)-IRC

- R. “Alamo” (IRC)
 - S. “Stagecoach” (John Wayne cowboy movie)
 - T. “Cesar Chavez”
 - U. “Malcolm X”
 - V. “The Help”
 - W. “Selma”
3. If you are going the Oral History Final Essay Project and if you are interviewing an older immigrant (at least 20 years older than yourself) who was born outside this country, you may receive extra credit for submitting your interview to the FIRST DAYS PROJECT (you may submit an audio, video or transcript, and you need to also include a photo that was taken at the time or near the time of immigration): <http://www.firstdaysproject.org/submit>. To receive this credit you must take a snap shot of the page you completed for the interview submission on the website and then submit to the extra credit assignment on Canvas as a Word document that includes at the top: your name, the class: Hist 170 Sec (specify: 1 or 2) Spring 2017, the date, and the Extra Credit Assignment title: First Days Project Interview Submission; then include the names of the immigrant whose interview you submitted; then include a snapshot of the completed interview page. I will then verify that indeed you did submit an interview.
 4. If you are doing the Oral History Option for the last essay and want to transcribe your interview, you will receive Extra Credit for that.
 5. Analysis of websites: , write 3 pages. In the first 1 1/2 pages describe the chosen extra credit assignment. In the final 1 ½ pages compare and contrast the history subject matter of the extra credit assignment to our class-related materials ON RACE, GENDER, CLASS AND CITIZENSHIP (readings, films, discussion groups, lectures). You must use footnote citations in the analytic section of your extra credit essay, referencing readings, lectures, and films from class. All extra credit assignments are due no later than the last day of class. IF YOU DO NOT USE FOOTNOTE OR WRITE 3 PAGES YOU WILL ONLY RECEIVE 50% CREDIT.
 - A. See History San Jose website for online exhibits (Cannery Life): www.historysanjose.org/exhibits_collections/index.html
 - B. Oakland Museum’s “Latino History Project” see <http://www.museumca.org/LHP/>
 - C. Harlem Hospital WPA (Works Progress Administration) Murals <http://www.columbia.edu/cu/iraas/wpa/index.html>
 - D. “Africans in America” PBS <http://www.pbs.org/wgbh/aia/home.html>
 - E. “Without Sanctuary: Photographs and Postcards of Lynching in America” <http://www.withoutsanctuary.org/main.html>
 - F. “The Triangle Shirt Waist Factory Fire” <http://www.ilr.cornell.edu/trianglefire/>

- G. "Creating the American Jew" at the National Museum of American Jewish History
- H. "Between a Rock and a Hard Place" at the National Museum of History Exhibits at the National Civil Rights Museum
- I. "Mystic Seaport's Exploring Amistad"
- J. "The Valley of the Shadow: Two Communities in the Civil War"
- K. "The Great Chicago Fire" exhibit of the Chicago Historical Society
- L. "Anti-Imperialism in the United States, 1898-1935"
- M. "United Farm Workers Union Documentation Project"
<http://www.farmworkermovement.org/disc/index.shtml>
- N. Wing Luke Asian Museum of Seattle, Washington Special Exhibits (pick one that has online viewing capabilities)
<http://www.wingluke.org/exhibitions/special.htm>
- O. The African American Mosaic: A Library of Congress Guide for the Study of Black History and Culture
<http://www.loc.gov/exhibits/african/intro.html>
- P. "From Haven to Home: 350 Years of Jewish Life in America" (A Library of Congress Online Exhibit)
<http://www.loc.gov/exhibits/haventohome/>
- Q. (On the Bracero Program): "Bittersweet Harvest: The Bracero Program 1942-1964/Cosecha Amarga Cosecha Dulce: El programa Bracero 1942-1964" (National Museum of American History)
http://americanhistory.si.edu/exhibitions/small_exhibition.cfm?key=1267&exkey=770
- R. "War and Dissent: The U.S. in the Philippines, 1898-1915" (SF Presidio)
<http://www.presidio.gov/teachers/exhibit/waranddissent/>
- S. "A More Perfect Union: Japanese Americans and the U.S. Constitution" (National Museum of American History)
<http://americanhistory.si.edu/perfectunion/experience/index.html>
- T. "Between a Rock and a Hard Place: A History of American Sweatshops, 1820–Present" (National Museum of American History) <http://americanhistory.si.edu/sweatshops/index.htm>
- U. "Separate is Not Equal: Brown v. Board of Education" (National Museum of American History)
<http://americanhistory.si.edu/brown/>
- V. "Sports: Breaking Records, Breaking Barriers" (National Museum of American History)
<http://americanhistory.si.edu/sports/>

6. Additional possibilities announced in class as they occur

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

Grading Policy

97-100=A+	94-96=A	90-93=A-
87-89=B+	84-86=B	80-83=B-
77-79=C+	74-76=C	70-73=C-
67-69=D+	64-66=D	59-63=D-

Grading information:

- The adequate completion of an assignment is a C. If there are writing problems that make the assignment difficult to read, it automatically drops to a D or F. If students do not complete the minimum page requirement of the assignment, it drops to an F.
- Only one extra credit assignment will be accepted (unless you do a specified 2nd extra credit) and it is worth 5% of grade.
- Work must be handed in at the due date and time specified on the Course Schedule below. Any assignment handed after the date and time will be considered 1 day late and drop a full grade every 24 hours for 2 days. No assignments will be accepted after 2 days lateness. **NO LATE FINAL ESSAYS WILL BE ACCEPTED.** All assignments are due on Canvas, except the extra credit which is due hard copy in class the last day of class. No late extra credit will be accepted.
- All assignment grades are continuously updated on the Canvas course website.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

- Be respectful, if you are not YOU WILL BE ASKED TO LEAVE CLASS.
- KEEP ALL CELL PHONES OFF
- Remain in class until our session is officially over
- No side-talking during class or you will be asked to leave
- Come to class on time, if you do not you will miss the weekly quizzes and cannot make these up.
- If you appear intoxicated or drugged YOU WILL BE ASKED TO LEAVE CLASS.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. CHEATING ON EXAMS OR PLAGIARISM (PRESENTING THE WORK OF ANOTHER AS YOUR OWN, OR THE USE OF ANOTHER PERSON'S IDEAS WITHOUT GIVING PROPER CREDIT) WILL RESULT IN A FAILING GRADE AND SANCTIONS BY THE UNIVERSITY. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Hist 170S Sec 1 Topics in U.S. History: Topics in American History: American Identities and Institutions Spring 2019, Course Schedule

This schedule is subject to change with fair notice through SJSU email notification and Canvas updates. Finish all readings for the week by the first class on Monday.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1 M&W	1/28 & 30/2019	<i>Class Introduction and Exploration to the Americas</i> Instructions for 1 st Question and Answers Writing Assignment handed out
2 M&W	2/4 & 6/2019	<i>Class Introduction, Exploration to the Americas and Gender/Racial Frontiers in Colonial America, beginning of Slavery</i> Readings for Monday: On Canvas under Modules: Hoffert, Chap. 2 (Introductory chapter essay up through summary and the Kathleen Brown article, “The Anglo Algonquian Gender Frontier”) Ronald Takaki, “The ‘Tempest’ in the Wilderness: A Tale of Two Frontiers” (2008 Revised edition) <u>A Different Mirror</u> In class: Film Clips: “500 Nations” Episodes, “Africans in America” clips Monday Quiz 1 (Scantron) <u>All-Class 2nd Week Question & Answer Assignment due Tuesday 11 pm to Canvas. Late assignments will be downgraded 1 grade a day, beginning after 11 pm night of due date, NO ASSIGNMENT ACCEPTED AFTER 2 DAYS LATE.</u> All-class discussion on 2 nd Week Question and Answer Assignment, lecture and film clips Sign up for one discussion leadership time

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3 M&W	2/11 & 13	<p><i>Origins of Slavery and Antebellum South</i> <u>Readings for Monday</u> On Canvas under Modules: Hoffert, Chap. 6 (Introduction chapter essay up through summary and article, “Some Go Up and Some Go Down’: The Animal Trickster and the Construction of African American Manliness in the Antebellum South”) and Chap. 7 (essay)</p> <p>Takaki Chap. 3 “The Hidden Origins of Slavery” (2008 revised edition); and Chap. 5 “No More Peck O’ Corn’: Slavery and Its Discontents” (2008 revised edition)</p> <p><u>In class:</u> Film Clips: “Gone With the Wind” Episodes, “Africans in America” clips Monday Quiz 2 (Scantron)</p> <p><u>Wed discussion questions for this Week 3 will be due to Canvas Tuesday by 11 pm. Discussion leaders must also make up 2 additional questions and answer them as well.</u></p> <p>Feb. 5 Last Day to Drop Class</p>
4 M&W	2/18 & 20/2019	<p><i>19th Century Northern Manhood and Womanhood, and Irish Immigration</i> <u>Readings for Monday:</u> Hoffert, Chap. 3 (Introductory essay only), Chap. 4 and 5 (Introductory chapter essays only) Takaki, Chap. 6 “Fleeing ‘The Tyrant’s Heel’: ‘Exiles’ From Ireland” (2008 revised edition)</p> <p><u>In class:</u> Film Clips: “Out of Ireland,” “New York: Order and Disorder Episode” Quiz 3</p> <p><u>Wed: Discussion. Group Leaders will answer questions for Week 4 on Tuesday to Canvas by 11 pm. Leaders must make up 2 extra questions and answer them</u></p>

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5 M&W	2/25 & 27/2019	<p><i>The 19th Century Trans-Mississippi West (Anglo Americans, Pioneers, Cowboys, African Americans)</i></p> <p>Readings for Monday: Hoffert, SEE SECTIONS OF CHAPTER ON THE WEST RELATED TO ANGLOS AND (“Excerpts from the Memoir of a Cowboy”)</p> <p>In class: Film Clips: “The West” episodes Quiz Week 4</p> <p><u>Discussion will combine Weeks 5 and 6 and be held on Week 6. Leaders hand in your Week 5 and 6 discussion questions and answers to Canvas on Tuesday by 11 pm. Leaders do not need to make up 2 extra questions.</u></p> <p>ALL STUDENTS WHO WERE TOLD TO GO TO THE WRITING CENTER FOR THEIR 1ST ESSAY, CONTACT THE WRITING CENTER AT CLARK HALL SCHEDULING APPOINTMENTS NEXT WEEK AND FOLLOWING WEEK TO GO OVER YOUR ESSAY DRAFT. Appointments fill up within 15 minutes. Otherwise go to The Writing Center and wait or call in to see if there is a cancellation-every 30 minutes (top and bottom of hour) appointment change-usually 6 people cancel or no show a day.</p>
6 M&W	3/4 & 6/2019	<p><i>The 19th Century Trans-Mississippi West: Mexicans</i></p> <p>Readings for Monday: Hoffert. SEE SECTIONS OF CHAPTER ON THE WEST RELATED TO MEXICANS and THE ESSAY “The Independent Women of Hispanic New Mexico, 1821-1860” p. 274-281. Takaki, Chap. 7 “‘Foreigners in Their Native Land’: The War Against Mexico” (2008 revised edition) Canvas Module Week 5: Almaguer Article</p> <p>In class: Film Clips: “The West” episodes, U.S. War With Mexico Quiz Week 5</p> <p><u>Discussion Group is for Week 5 and 6 combined. Group Leaders will answer questions for Week 5 and 6. Hand in answers to assigned questions to Canvas by Tuesday 11 pm of Week 6.</u></p> <p>ALL STUDENTS WHO WERE TOLD TO GO TO THE WRITING CENTER FOR THEIR 1ST ESSAY, CONTACT THE WRITING CENTER AT CLARK HALL SCHEDULING APPOINTMENTS NEXT WEEK AND FOLLOWING WEEK TO GO OVER YOUR ESSAY DRAFT. Appointments fill up within 15 minutes. Otherwise go to The Writing Center and wait or call in to see if there is a</p>

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		cancellation-every 30 minutes (top and bottom of hour) appointment change-usually 6 people cancel or no show a day.
7 M&W	3/11 & 13/2019	<p><i>The 19th Century Trans-Mississippi Native Americans</i></p> <p><u>Readings for Monday:</u> Hoffert. P. 248-253 Takaki, Chap. 4 “Toward ‘The Stony Mountains’: From Removal to Reservation” (2008 revised edition) & Chap. 9 “The ‘Indian Question’: From Reservation to Reorganization,” (2008 revised edition)</p> <p><u>In class:</u> Film Clips: “500 Nations” episode, “The West” episodes Quiz Week 6</p> <p><u>Wed: Discussion. Group Leaders will answer questions for Week 7. You need to make up 2 extra questions and answer them. Hand in answers to assigned questions to Canvas by Tuesday 11 pm</u></p> <p><u>Friday extra office hours for Midterm Essay</u></p> <p><u>Midterm Essay is due at 3/11 at 11 pm to Canvas.</u> Any papers handed in after 11 pm will be downgraded one full grade, every 24 hours the paper will drop an additional grade, for up to 2 days after due date. No papers will be accepted after 2 days lateness.</p>
8 M&W	3/?-?/2019	<p><i>Imperialism, Rise of Progressive Era Man</i></p> <p><u>Readings for NEXT WEEK QUIZ and discussion :</u> Hoffert Chap. 9 (Introductory chapter essay only) Bederman Chap 1, 3 & 5</p> <p><u>In class:</u> Film Clips: “Act of War,” “TR” and “Tarzan”</p> <p><u>Discussion group next week combining weeks 8 and 9. Discussion leaders hand in questions and answers on Tuesday night 11 pm Week 9. You do not have to make up 2 extra questions.</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
9 M&W	3/18- 20/2019	<p><i>The Rise of the Progressive Era New Woman and Anglo Americans 1920s-1930s</i></p> <p><u>Readings for Monday:</u> Hoffert Chap. 10 (Introductory chapter essay only) Bederman Chap 4</p> <p><u>In class:</u> Film Clips: “1900,” “Eleanor Roosevelt”, 1930s film clips Quizzes Weeks 7 and 8</p> <p>Review Mexican and Asian Heritage Walking Tours Assignment</p> <p><u>Wed. Discussion. Covers Weeks 8 & 9, Group leaders do not need to make up 2 extra questions-answer questions for both weeks. Group Leaders hand in answers to assigned questions to Canvas on Tuesday by 11 pm.</u></p>
10 M&W	3/25&27/2 019	<p><i>Chinese & Japanese</i></p> <p><u>Readings for Monday:</u> Hoffert Chap. 11 (Introductory Essay only) Takaki, Chap. 8 “Searching for Gold Mountain: Strangers From a Different Shore” (2008 revised edition) & Chap. “Pacific Crossings: From Japan to the Land of Money Trees” (2008 revised edition) See Canvas Module Week 9 Robert Lee article “Inner Dikes and Barred Zones”</p> <p><u>In class:</u> Film Clips: “Slaying the Dragon,” “Chinatown: The Hidden Neighborhoods of SF,” “Picture Bride,” “Japanese Americans of San Joaquin Valley” video Quiz Week 9</p> <p><u>Discussion Questions for Week 10 will be combined with Week 11 and questions handed in to Canvas to Weekly Discussion Group Leader Questions and Answers Tuesday Week 11. You do not need to make up 2 extra questions.</u></p>
	4/1-5/2019	<p><i>Spring Break</i></p> <p><i>Work on Heritage Tour Assignment and Oral Histories-if you chose to do Option 2 for your Final Essay Assignment</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
11 M&W	4/8- 10/2019	<p><i>Filipino & 20th Century Mexican up to WWII</i></p> <p><u>Readings for Monday:</u> (handout/online) Carlos Bulosan chapter Takaki Chap. 12 “El Norte”</p> <p><u>In class:</u> Film clips: “Savage Acts,” “\$1/Day and 10 Cents a Dance,” “Lemon Grove Incident,” “The Bronze Screen,” Quiz Week 10</p> <p><u>Wed. Discussion Group Leaders will answer to the questions for Week 10 and Week 11. Do not make up 2 extra questions. Hand in answers to assigned questions to Canvas on Tuesday by 11 pm. Discussion on Wednesday for both weeks.</u></p>
12 M&W	4/15-17	<p><i>Late 19th /Early 20th Century African Americans</i></p> <p><u>Readings for Monday:</u> Takaki, Chap. “To ‘The Land of Hope’: Blacks in the Urban North” (2008 revised edition) Bederman review Intro Chap (reference to Jack Johnson) & Chap. 2</p> <p><u>In class:</u> Film Clips “Strange Fruit” “Midnight Ramble” and Jack Johnson documentary Quiz Week 11</p> <p><u>Discussion for Week 12 will combined with Week 13 and be held on Week 13.</u></p>
13 M&W	4/22- 24/2019	<p><i>Jewish Immigrants in 20th Century & WWII</i></p> <p><u>Readings for Monday:</u> Takaki Chap. “The Exodus From Russia: Pushed by Pogroms” and Chap. 14 “WWII” (2008 revised edition) Read also on Canvas book summary of the Bread Givers Excerpt and be prepared to discuss questions in class discussion.</p> <p><u>In class:</u> Film Clips: “Triangle Fire”, “Gentlemen’s Agreement,” Film clips: Bay Area During World War II,” “Zoot Suiters,” Chinese Dancehalls video Quiz Week 12</p> <p><u>Wed. Discussion questions for combined Weeks 12 and 13. You do not need to make up two additional questions and answers. Hand in all questions and answers to Canvas by Tuesday 11 pm for Week 13.</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
14 M&W	4/29 & 5/1/2019	<p><i>Mexican Americans and African American Post WWII Civil Rights</i></p> <p><u>Readings for Monday:</u> Hoffert, Chap. 11 (reread essay only) Takaki Chap. 15 “Out of the War: Clamors for Change” (2008 revised edition) Read on Canvas Module Week 13 Globalyceum Mark Brilliant’s essay “Post War America, 1945-1972”</p> <p><u>In class:</u> Film, “A Class Apart” and “A Time for Justice” Quiz Week 13</p> <p><u>Wed: Discussion. Group Leaders will answer questions for Week 14. Leaders must make up 2 additional questions and answer them as well. Hand in questions and answers to assigned questions to Canvas by Tuesday 11 pm</u></p> <p><u>Due Tuesday 4/31/2017 at 11 pm on Canvas Mexican American Civil Rights/History Walking Tour Or Japantown History Walking Tour Assignment</u></p>
15 M&W	5/6-8/2019	<p><i>Race and Income Inequality from 1980s to Present</i></p> <p><u>Readings for Monday:</u> Review Chap. 15 pp. 402-404 Hoffert, Chap. 11 (reread essay only) Handout/Canvas: Hip Hop and Civil Rights, articles on Black Lives Matter and Growing Income Inequality.</p> <p><u>In class:</u> Film clips “Hip Hop Beyond the Beats and Rhymes” and “Inequality in America”) immigration film clip</p> <p><u>Discussion is a combination of Weeks 15 and 16, discussion leaders hand in discussion questions by Sunday May 12th 11 pm. You do not need to make up 2 extra questions. Discussion will be held on Monday May 13.</u></p> <p>EXTRA OFFICE HOURS FOR FINAL ESSAY FRIDAY May 10th.</p> <p>ALL EXTRA CREDIT DUE TO CANVAS BY Monday 11 PM. Not late assignments will be accepted!!</p>
16 M	5/13/2019	<p>Last Class!!!! <i>Gender Inequality and Immigration</i></p> <p><u>Readings for Monday:</u> Takaki, pp. 402-404, and Chap. 16: “Again, the ‘Tempest-Tost’” (2008 revised edition) Review Mark Brilliant article concerning Women’s Civil Rights Movement</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Read on Canvas Module Week 15 Globalyceum David Guterrez's essay, "The Demographic Revolution, 1972 to Present"</p> <p><u>In class:</u> Film Clip: video clips on gender and immigration Quiz for Weeks 14 and 15</p> <p><u>Discussion Group leaders answer the questions for Week 14 and Week 15 and hand in questions Tuesday May 15 11 pm to Canvas. Discussion will be held Monday Week 15.</u></p>
Final Exam		THE FINAL ESSAY DUE MAY 16 TH AT 11 PM TO CANVAS. NO LATE ESSAYS WILL BE ACCEPTED!