

San José State University
Spring 2019
College of Social Sciences/History Department
History 20A/History of the American People/Sec. 1/24137

Course and Contact Information

Instructor: Dr. Mary Lynn Wilson

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Office Hours: Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00

Class Days/Time: Tuesdays and Thursdays 10:30-11:45

Classroom: Clark Building 243

GE/SJSU Studies Category: US1

Classes This Semester: History 20A—TTh 10:30-11:45—Clark 243
History 100W—TTh 12:00-1:15—Clark 243
History 15A—MW 10:30-11:45—DMH 150
History 15A—MW 12:00-1:15—DHM 150

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, and other course materials can be accessed on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

American history survey of continuity and change in society, culture, institutions and environment. Emergence of modern society and world power status.

Course Goals (CG)

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

CG 1: provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations.

CG 2: focus on the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

GE Learning Outcomes (GELO)

GELO 1: (US1) 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 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 expansion, 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, environmentalism 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.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1: understand United States history until 1865 in a global context.

CLO 2: work effectively in groups to complete oral and written projects

CLO 3: organize, develop, and complete all parts of an essay including thesis statement, outline, drafts, and final paper using primary and secondary sources.

CLO 4: read and interpret primary sources.

Required Texts/Readings

Textbook

Michael Schaller, Robert Schulzinger, et al. *American Horizons: U.S. History in a Global Context, Concise, Volume 1: To 1877*. Oxford University Press 2013. (ISBN: 978-0-19-974015-4) (Required)

Richard Brown and Benjamin Carp. *Major Problems in the Era of the American Revolution, 1760-1791. Third Edition*. Wadsworth Cengage Learning 2014. (ISBN: 978-0-495-91332-0) (Required)(Older Edition is fine.)

Thomas Holt and Elsa Barkley Brown. *Major Problems in African-American History, Volume 1: From Slavery to Freedom, 1619-1877*. Wadsworth Cengage Learning 2000. (978-0-669-24991-0) (Required)(Older Edition is fine.)

All books can be purchased at the SJSU Bookstore or on line at Amazon or Barnes & Noble.

Other Readings

All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good **dictionary** and **thesaurus** that you can use at home and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible on line.

Other technology requirements / equipment / material

To receive full credit for the peer revision/editing assignments, you must bring multiple copies of your work to class. Please set aside at least \$10 for photo copying your assignments. Each peer-revision/editing assignment notes how many copies of your assignment you should bring to class. If you do not bring the noted number of copies to class, you will be docked half the points available for the assignment.

Library Liaison

Our Library Contact is Nyle Monday, Phone (408)808-2041, email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Exams:

The two exams consist of essay questions and map identification. The essay questions are based on the readings in *American Horizons* and the lectures in the class.

Each student is allowed both sides of a hand-written, 8 ½ x 11 inch piece of paper to use as notes for each exam. These notes must be submitted with the exam. The notes must be hand-written original and not typed or copied. Study questions will be available on Canvas two weeks before the exam. No bathroom breaks will be allowed during the exam. Please go before you arrive for class. No one is allowed any books, papers, backpacks, electronic equipment or ear phones/buds during the test. You will not receive your exam back. You may view your grade on Canvas, and you can visit and look at your test during my office hours.

Grading: The essay exam questions will be graded on your ability to analyze and synthesize information from the lectures and textbook. The exams will be graded on the following criteria. An 'A' answer will not only give factual information but also be able to discuss the implications of the facts presented. A 'B' answer will be able to express all the facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A 'C' answer will explain the majority of the facts but will leave out one or two ideas. A 'D' answer will explain a few of the facts but leave out key, important ideas. A 'F' answer will miss the point of the question or only have minimal understanding of the facts involved.

Fulfills Goals/Outcomes: CG1, CG2, GELO 1, CLO 1.

Primary Source Group Projects:

This is a group project. The class will be divided into 5 groups with approximately 5 students in each group. This is a written and oral project. For the first half of the course, each group will choose a chapter in *Major Problems in the Era of the American Revolution*. For the second half of the course, each group will choose a chapter in *Major Problems in African American History, vol. 1*. Each group will choose 2 sources from the appropriate chapter in the primary source books. The sources selected should be the best ones from the chapter to represent the time period covered in the chapter.

Format:

Written Paper: This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The students should explain why they chose the sources they did. How do these sources epitomize this time period presented?

Oral Presentation: The students will have 10 minutes to orally present their findings to the class. They should stand at the front of the room and present their findings. All students in the group should speak.

Critique: After the group's presentation, the group that spoke before them will critique the group's choice of sources and answers orally to the class. In other words, 15 will critique 16, 16 will do 17, 17 will do 18, 18 will do 19, and 19 will do 15. The group will have 5 minutes of class time.

Content:

Written Paper: The students should clearly explain why they chose the sources they did.

Oral Presentation: The group should summarize the sources for the class and then present the findings from the written paper orally.

Critique: The critiquing group will present why they agree or disagree with the sources chosen and add interpretation to the chosen sources if needed.

Graded: The oral, critique, and written portions of the project are graded on the completeness of the answers and on the group's understanding of the primary sources. The answers should show critical thinking skills and a deep understanding of the time period and the chosen sources. The written portion will also be graded on grammar, clarity, and the ability to write in university-level English. After the assignment has been submitted to the instructor, the group should decide how the points should be distributed among group members. If everyone contributes equally, the group should decide on an equal distribution. If some students contribute more and

others contribute less, then the distribution should reflect this. All group members should sign the point distribution sheet. Any intra-group arguments will be decided by the instructor after listening to all sides. Fulfills Goals/Outcomes: CG 1, CG 2, GELO 1, CLO 2, CLO 4.

Quizzes: Pop quizzes will be given randomly by the instructor at any time during a class period. The quizzes will be short answer and reflect assigned reading and lectures. The student must be present to take a quiz. Make-up quizzes will not be given unless the student has a doctor's note, a letter from a SJSU coach specifying an away game on the day of the quiz, a letter from an ROTC officer specifying military duty the day of the quiz, or proof of jury duty.

Fulfills Goals/Outcomes: GELO 1, CLO 1.

Paper:

Each student will write a 5-7 page paper. This paper is worth 100 points. In addition to the final paper, this assignment includes a thesis statement worth 25 points and an outline worth 75 points. **All written assignments are due within the first 15 minutes of class.** After 12:15 pm on the due date, the paper assignment will be considered late.

This paper must have an arguable thesis presented in the last sentence of the first paragraph of the paper. The paper should use at least one secondary source essay in either *Major Problems in the Era of the American Revolution* or *Major Problems in African-American History Volume 1*. The paper should also use at least 3 primary sources in either *Major Problems in the Era of the American Revolution* or *Major Problems in African-American History Volume 1*.

Thesis

- Format:** This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper.
- Content:** Write in sentence form the tentative topic for your Research paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This should be at least half a page in length.
- Purpose:** The purpose of this assignment is to check that you are planning an analytical paper and help you to refocus your paper if needed.
- Grading:** This assignment is graded on the appropriateness of the thesis statement and summary and university-level English.

Fulfills Goals/Outcomes: GELO 2 & CLO 3.

Outline

- Format:** This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately three to four pages long.
- Content:** Write the extensive outline of your Paper. You should include your thesis statement at the beginning. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. This is not a draft. You should use bullet points and not full paragraphs. You should have proofread this material at least once before you submit it. While this paper does not need footnotes, it should have some indication of what you are citing.
- Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.
- Grading:** This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: GELO 2 & CLO 3.

Paper

- Format:** This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The paper will be at least 5 pages of text long. The paper should be thesis driven based on the primary and secondary sources in either *Major Problems in the Era of the American Revolution* or *Major Problems in African-American History Volume 1*. The introduction should be no longer than one-half page. Each body paragraph should have a topic sentence with evidence to support the topic sentence and analysis by the student interpreting the evidence.
- Content:** This is the final of your paper.
- Purpose:** This assignment shows that the student can interpret and analyze primary and secondary sources that have alternative interpretations of historical events. This assignment also shows that the student can write at the university level.
- Grading:** This paper will be graded on the criteria posted on our course's Canvas website under standards for research paper.
- Fulfills Goals and Standards:** CG 1, CG 2, GELO 1, GELO 2, CLO 1, CLO 3, CLO 4.

The Papers will be graded on the following criteria:

Qualities of an "A" Paper

Content and Organization

- Fulfills all requirements of the assignment
- Has an arguable and unique thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Displays original thought
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an effective introduction and conclusion if appropriate
- Contains effective transitions
- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are easy to understand on a first reading
- Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
- Has no serious errors of diction, syntax, grammar, punctuation, or spelling
- Shows evidence of careful proofreading and editing

Qualities of a "B" Paper

Content and Organization

- Fulfills all requirements of the assignment
- Has an arguable thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Contains transitions

- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are easy to understand on a first reading
- Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
- Has no more than one serious error of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows evidence of careful proofreading and editing
- Does not repeat an error marked on a previous paper

Qualities of a “C” Paper

Content and Organization

- Fulfills the main requirements of the assignment
- Has a thesis that is obvious
- Presents supports generalizations supported with some detail
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are understandable
- Shows a variety in sentence construction
- Has no more than two serious errors of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows an understanding of the conventions of written English
- Does not repeat an error marked on a previous paper

Qualities of a “D” or “F” Paper

- Uses an approach that indicates inadequate understanding of the assignment
- Does not have a thesis
- Presents information that may be inaccurate, irrelevant, or incomplete
- Has inadequate support for generalizations
- Contains logical flaws or plagiarized ideas or words
- Has an ambiguous or vague subject
- Is not clearly organized
- Contains paragraphs without easily understood topic sentences
- Contains sentences that are not understandable or are not really sentences
- Has more than two serious errors of diction, syntax, grammar, punctuation, or spelling
- Repeats errors marked on a previous paper
- Does not use the appropriate format for the document

Serious Errors of Diction, Syntax, Grammar, Punctuation, or Spelling include but are not limited to:

- Misspelling a word
- Using the wrong word
- Misusing commas, semi-colons, colons, and apostrophes
- Not having complete sentences
- Not having subject-verb agreement
- Not having pronouns agree with the nouns they represent in number and gender

Possible Extra Credit: Students may earn up to 20 points extra credit. They can earn 5 points for each of the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Peer-Reviewed Articles, and Assignment Calculator. The student needs to submit to the instructor tutorial scores or proof of completion of tutorial a week after the midterm.

Study Requirement: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Our Final is on our assigned final day in our room. The final will consist of essay questions and map identification. The essay questions are based on the readings in *American Horizons* and the lectures in the class.

Each student is allowed both sides of a hand-written, 8 ½ x 11 inch piece of paper to use as notes for the exam. These notes must be submitted with the exam. The notes must be hand-written original and not typed or copied. Study questions will be available on Canvas two weeks before the exam. No bathroom breaks will be allowed during the exam. Please go before you arrive for class. No one is allowed any books, papers, backpacks, electronic equipment or ear phones/buds during the test. You will not receive your exam back. You may view your grade on Canvas, and you can visit and look at your test during my office hours.

Grading: The essay exam questions will be graded on your ability to analyze and synthesize information from the lectures and textbook.. The exam will be graded on the following criteria. An ‘A’ answer will not only give factual information but also be able to discuss the implications of the facts presented. A ‘B’ answer will be able to express all the facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A ‘C’ answer will explain the majority of the facts but will leave out one or two ideas. A ‘D’ answer will explain a few of the facts but leave out key, important ideas. A ‘F’ answer will miss the point of the question or only have minimal understanding of the facts involved.

Grading Information for GE/100W (if applicable)

Quizzes	20%	200
Midterm	22.5%	225
Final	22.5%	225
Group Primary Source 1		
Written	2.5%	25
Oral	2.5%	25
Critique	2.5%	25

	Group Primary Source 2		
	Written	2.5%	25
	Oral	2.5%	25
	Critique	2.5%	25
	Research Paper		
	Thesis	2.5%	25
	Extensive Outline	7.5%	75
	Paper	10%	100
Total			

Grading Policy

This course must be passed with a C or better as a CSU graduation requirement.

	A+	=	1000-981 points
	A	=	980-921 points
A-		=	920-901 points
	B+	=	900-881 points
	B	=	880-821 points
B-		=	820-801 points
	C+	=	800-781 points
	C	=	780-721 points
	C-	=	720-701 points
	D+	=	700-681 points
	D	=	680-621 points
	D-	=	620-601 points
	F	=	600 and below

Submission of Papers: All final drafts must be submitted in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and electronic copy will result in a zero for the paper.

Late or Make-Up Assignments: Assignments should be submitted in class in person. Assignments are due when class starts. Any assignments submitted later than fifteen minutes after class starts will be considered late. Writing assignments may be submitted late for a reduction of 15% of the grade for every 24 hours. After seven days from the original due date, the paper will not be accepted. If, for some reason, you cannot attend class, you may email the assignment to a fellow classmate to print and submit in class for you.

Email: Assignments that are emailed to the professor will not be read. Students must submit assignments in a hard-copy form during class.

Grades on Assignments: Since 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, I will make every attempt to get your papers back to you within two to three weeks. If the grading will take any longer than that, I will let you know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

C or better as an SJSU graduation requirement.”

Classroom Protocol

1. **Academic Success:** The following are hints to help you succeed at the university level.

1. **Attend Every Class** – Making school your priority will help insure your success. Every time that you miss class you not only miss important information, but also you waste your money.
- 2.
2. **Learn from Your Mistakes and the Mistakes of Others** – If your papers are being marked with the same continual mistake, take the initiative and find out what you are doing wrong and how to fix it. Your instructor is always happy to help students who want to learn and improve. On days when the class has student presentations, pay attention and learn from other students’ strong points and mistakes. This way you will know what works and what doesn’t work in different communication environments.
- 3.
3. **Be Courteous to Other Students During Their Presentations** – You want people to listen when you speak. You need to listen when others speak. Do not read the newspaper, our textbook, other textbooks, or anything at all during presentation. Do not play with your phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?
- 4.
4. **Come to Class Prepared** – Do the reading assignments listed in the syllabus for the day they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read and then hear the same basic information. Do yourself a favor and do the assigned reading.
- 5.
5. **Submit Your Assignments on Time** – A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work you submit late or not at all, the more likely you will not pass the class.
- 6.
6. **Don’t Suffer Silently** – If you are having problems with an assignment, a reading assignment, a presentation, or another student, discuss this with the instructor. Don’t wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.
- 7.
7. **Be in the Moment** – Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed and checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.
- 8.

University Policies (Required)

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/>”

History 20A / History of the American People, Spring 2019,

Course Schedule

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and on Canvas announcements of any changes.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs Jan 24	Lecture: Introduce class The World before Western Exploration and why Europeans began to Explore and Colonize Reading: <i>American Horizons</i> , Chapter 1
2	Tues Jan 29	Lecture: Why Europeans began to Explore and Colonize/The Colonies in North America Reading: <i>American Horizons</i> , Chapter 2 African-American History, Chapter 2
2	Thurs Jan 31	
3	Tues Feb 5 Thurs Feb 7	Lecture: The Colonies in North America Reading: <i>American Horizons</i> , Chapter 3 African-American History, Chapter 3 American Revolution, Chapter 3
4	Tues Feb 12 Thurs Feb 14	Lecture: Emerging Problems with Great Britain/The French Indian War and Other Problems Reading: <i>American Horizons</i> , Chapter 4 African-American History, Chapter 4 American Revolution, Chapter 4 and 5
5	Tues Feb 19 Thurs Feb 21	Lecture: The French Indian War and Other Problems/Ideas about Government Reading: <i>American Horizons</i> , Chapter 5 African-American History, Chapter 5

Week	Date	Topics, Readings, Assignments, Deadlines
6	Tues Feb 26 Thurs Feb 28	American Revolution, Chapters 6 and 7 Lecture: The Revolution Reading: <i>American Horizons</i> , Chapter 6 American Revolution, Chapters 8 and 9
7	Tues March 5 Thurs March 7	Group Project 1 Due–Oral Presentations and Group Paper on Monday, March 5 Reading: <i>American Horizons</i> , Chapter 7 American Revolution, Chapter 10 Exam: Exam 1 on Wednesday, March 7
8	Tues March 12 Thurs March 14	Lecture: The Post Revolution World/The Constitution and Problems Reading: <i>American Horizons</i> , Chapter 8 American Revolution, Chapter 11 Thesis for Paper Due March 14
9	Tues March 19 Thurs March 21	Lecture: The Constitution and Problems/Jacksonian America Reading: <i>American Horizons</i> , Chapter 9 American Revolution, Chapter 12
10	Tues March 26 Thurs March 28	Lecture: Jacksonian America/Slavery Reading: <i>American Horizons</i> , Chapter 10 African-American History, Chapter 6 SPRING BREAK March 30-April 7
11	Tues April 9 Thurs April 11	Lecture: Slavery/The West Reading: <i>American Horizons</i> , Chapter 11

Week	Date	Topics, Readings, Assignments, Deadlines
12	Tues April 16 Thurs April 18	Lecture: The Differences between the North and South/The Civil War Reading: <i>American Horizons</i> , Chapter 12 African-American History, Chapter 7
13	Tues April 23 Thurs April 25	Lecture: The Civil War Reading: <i>American Horizons</i> , Chapter 13 African-American History, Chapter 8 Outline for Paper Due April 25
14	Tues April 30 Thurs May 2	Lecture: Reconstruction Reading: <i>American Horizons</i> , Chapter 14 African-American History, Chapter 9
15	Tues May 9	Reading: <i>American Horizons</i> , Chapter 15 African-American History, Chapter 10 Group Project 2 Due–Oral Presentations and Group Paper–Due May 9 Paper Due: Dec 6 – any paper submitted in person after 12:15 will be late.
Final Exam	Thurs May 16 9:45- 12:00	Thursday, May 16 Final is in our classroom and begins at 9:45 am. Final will be Exam 2