

San José State University
Department of History
History 170S-80, Topics in American History: American Identities and Institutions
Spring 2022

Instructor:	Dr. Katherine Chilton
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Office Hours:	Tuesdays 12pm – 1pm via Zoom webconference (link on Canvas)
Class Days/Time:	Fully Online
Prerequisites:	(1) Upper division standing (60 units) (2) Core G.E. courses completed (3) “WST” passed and (4) 100W as prerequisite or co-requisite.
GE/SJSU Studies Category:	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 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

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

1. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; movements including religious, labor, civil rights, feminist, and environmental.
2. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; 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 are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

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*. Go to: <https://www.globalyceum.com> register, and subscribe for this course with the following Unique Section Number **GPDB84RT** (This number is case sensitive.) Your purchase options are debit/credit, or Paypal, or you can purchase an access code from the bookstore. Please make sure to verify your browser and update it if necessary on the Sign In page.

Globalyceum recommends Chrome, and Firefox. 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.

Also, in order for your scores to pass over from Globalyceum to Canvas, you'll need to click the "**Connect to Canvas**" button.

Library Liaison

History's Library Liaison is Nyle Monday who can be reached at Nyle.Monday@sjsu.edu or (408) 808-2041. While he is available during working hours for e-mail inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

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.

Academic Honesty

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/>. All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty.

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/. 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 reflection	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 reflective project	250	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
Total	900	

Midterm reflection. The midterm reflective essay will ask students to consider course materials up to Module 7. In a short (3-4 page) essay students will reflect on what they have learned about the formation of coalitions and conflicts between different ethnic groups in the early United States, and how this confirms or challenges their understanding and relationship to the past.

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 Reflective Project. The final project will ask students to reflect on their own learning experience in the course to propose a new historical documentary series that will examine the history of a contemporary social issue. The series will seek to educate the public on the possibilities opened up in the United States for different people by World War II and the long Civil Rights Movement and how the limitations of these changes are revealed in social issues we face today.

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
	UNIT ONE FOUNDATIONS
8/19	1. Introduction—Identities and Institutions GL PROBLEM: How does your government affect you?
8/22	2. Social and Economic Institutions in Colonial America READ: Takaki, Chapter 2, Globalyceum "Colonial Women, 1607-1750" GL PROBLEM: European Views of Native Women VIDEO JOURNAL 2
8/29	3. The American Revolution and Political Institutions in Early America READ: Takaki, Chapter 3, Globalyceum Topical Essay: Alan Taylor, "The Revolution in the West" "Revolutionary Mothers and Republican Motherhood" GL PROBLEM "Slaves and Slaveowners" DISCUSSION FORUM 1 (First posts due Thursday September 2 11 by 11:59pm)

Date	Topics, Readings, Assignments, Deadlines
	UNIT TWO MULTIPLE FRONTIERS
9/5	4. Industrial America READ: Takaki Chapter 4 and 6, Globalyceum “Women and the Antebellum Reform Movement” GL PROBLEM: Transportation and Communication VIDEO JOURNAL 4
9/12	5. Settling the West READ: Takaki, Chapters 7-8, Globalyceum Topical Essay, Karl Jacoby, “Blood and Soil: The U.S. Mexico War” Globalyceum “Women of the West and South” GL PROBLEM: The Gold Rush, Chinese Immigrants, and Mark Twain VIDEO JOURNAL 5
9/19	6. Slavery, Civil War and Reconstruction 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 September 23 by 11:59pm)
	MODULE THREE TRANSITIONS AND MIGRATIONS
9/26	7. Reorganizing Identities in the West READ: Takaki, Chapter 9, GL Topical Essay: Libra Hilde, “Native Americans in the late 19 th Century” GL PROBLEM: Buffalo Soliders
10/3	8. Immigration and Progressivism Reading: Takaki, Chapter 10-11, GL Topical Essay: Globalyceum “Women and Work” GL PROBLEM: Jacob Riis Photos MIDTERM REFLECTION
10/10	9. Jazz Age and Great Migration Takaki, Chapter 13 GL PROBLEM: The Great Migration of African Americans VIDEO JOURNAL 9 DISCUSSION FORUM 3 (First posts due Thursday October 14 by 11:59pm)
	MODULE FOUR TRANSFORMATIONS
10/17	10. Up from Mexico Takaki, Chapter 12 GL PROBLEM: Dorothea Lange and Hispanic Farmworkers

Date	Topics, Readings, Assignments, Deadlines
	VIDEO JOURNAL 10
10/24	11. The Great Depression READ: GL Core Essay, Linda Gordon, The Great Depression GL PROBLEM: Letters to the Roosevelts
10/31	12. World War II and Wartime Identities/17 READ: Takaki Chapter 14, Globalyceum "Women at War and Peace" GL PROBLEM: Women in World War II VIDEO JOURNAL 12 DISCUSSION FORUM 4 (First posts due Thursday November 4 by 11:59pm)
MODULE FIVE RIGHTS AND REVOLUTIONS	
11/7	13. The Long Civil Rights Movement READ: Takaki, Chapter 15, GL Topical Essay: Mark Brilliant, The Color of America has changed GL PROBLEM: Ethnic Manifestos VIDEO JOURNAL 13
11/14	14. Latino Americans and Immigration Reform Reading: Takaki, Chapter 16, GL Topical Essay: David Gutierrez, Immigration in the Postwar Era GL PROBLEM :9-11 and Immigration VIDEO JOURNAL 14
11/28	15. Inspiring Revolution: Women's Liberation and Gay Liberation READ: GL Topical Essay: Gay and Lesbian History, 1945 to the present, "Modern Feminism and Reaction" GL PROBLEM: Women in Congress VIDEO JOURNAL 15 DISCUSSION FORUM 5 (First posts due Thursday December 2 by 11:59pm)
Final Exam	FINAL REFLECTIVE PROJECT (Due Sunday December 11 by 11:59pm)