

HISTORY 170S Syllabus
American Identities and Institutions
Sections 81, 82, & 83
Fall 2022—3 Units

Instructor: Prof. Victor Rodriguez
Email: victor.rodriguez02@sjsu.edu
(For prompt response to emails, message me between 8AM-5PM)
Office Hours: Tuesday and Thursdays: 9:00AM-10:30AM via Zoom or by appointment
[CLICK HERE FOR OFFICE HOURS ZOOM LINK]
Class Session: August 19-December 6
Classroom: Online; Asynchronous
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 US History (US1) and SJSU Studies Area S

COURSE FORMAT

This is an online and asynchronous course. We will NOT be meeting in-person, or online in real-time for the entire semester. Lectures will be prerecorded and posted on Canvas. Course materials such as syllabus, handouts, readings, assignment instructions, etc., can be found on the Canvas learning management system course website, which can be accessed via the SJSU home website using student ID and password. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

HELP WITH CANVAS

For help with Canvas, click "Help" in the blue left-side menu bar of your Canvas screen. Consult the [Canvas Student Guide] and [SJSU Canvas Student Resources]. If you need help with Zoom consult [Zoom Support]. You can also get tech support from the staff at eCampus. Their email is ecampus@sjsu.edu or call at (408) 924-2337 (8AM-7PM daily). Prof. Rodriguez does not provide tech support.

Course Enrollment and Student Consent

By enrolling in this course, you consent to all requirements listed on this Home Page/Syllabus and in course handouts. You accept responsibility for using Canvas to access required course materials, using Zoom, and seeking help from eCampus (not Prof. Rodriguez) if you encounter technical problems. You are responsible for keeping up with course assignments and registering your correct email address with Canvas and with SJSU. Check Canvas and your SJSU-registered email regularly for course announcements.

By enrolling in this course, you agree to abide by SJSU University Policy S12-7: "**Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course . . . without instructor consent.**" Do NOT download, upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share ANYTHING from this course with ANYONE, including any social media or websites on the Internet. Any of these activities is a violation of California Civil Code 980 a(1) and SJSU University Policy S12-17 and could result in possible sanction. So, don't do it!

Readings

- Textbook: Free online textbook *The American Yawp*, links available on Canvas
- Selected articles, essays, primary sources, etc. are available on the Canvas class page.

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.

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 completing this GE course successfully, 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.

Prerequisites:

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C minus not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V is required of all students.

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. Students are expected to 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.

University Policy F15-7 requires students to be honest in all academic course work. It also requires faculty members to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development web page for more information.

Cheating & Plagiarism

Cheating – from University Policy F15-7: “San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes: . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work simultaneously presented in two or more courses without prior approval of all course instructors. . . . altering or interfering with the grading process; . . . any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.”

Plagiarism – from University Policy F15-7: “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes: **knowingly or unknowingly** incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.”

Your name on your submitted coursework constitutes your promise that it represents 100% your own effort, unless you properly acknowledge every source in A PROPER CITATION. You must place QUOTATION MARKS around words that you didn’t write yourself, and provide a properly formatted citation for every source of words or ideas other than your own

Failure to fulfill this requirement could result in a grade of “F” in the course, regardless of your other grades. You must consult with Prof. Rodriguez in advance if you are “unsure” or “confused” about what “might be” plagiarism. Even if you plagiarize from multiple sources, change some words, move sentences around, or add words of your own, it’s still plagiarism. Likewise, even if you didn’t mean to plagiarize, or you forgot to include quotation marks or references, or you accidentally omitted them, or your computer or someone else omitted them without your knowledge, or you didn’t know you were plagiarizing when you plagiarized, it’s still plagiarism, and it’s still a violation of Academic Integrity that will be penalized. You are

responsible for knowing and abiding by SJSU's rules of Academic Integrity. Claims of innocence, ignorance, forgetfulness, accidents, good intentions, reliance on others, or technological failures do NOT excuse plagiarism! **Cheating and/or plagiarism will result in a grade of "F" in this course and possible sanctions by the University, as authorized by Sec. 3.1.6 of University Policy F15-7.**

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/>.

Incompletes

SJSU University Policy S09-7 mandates that a grade of Incomplete can 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, military service, or some other "unforeseen, but fully justified" event beyond the student's control. Incompletes will only be considered for students with documented emergencies who have already satisfactorily completed most course requirements. No one will receive a grade of Incomplete without prior consultation with Prof. Rodriguez, who may grant an "F" instead. A grade of Incomplete must be made up within a calendar year, or it will automatically convert into a failing grade (IC).

UNIVERSITY POLICIES

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (i.e., learning assistance, counseling, and other resources) are listed on the Syllabus Information web page, which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. (NOTE: Academic Integrity policies are reprinted here for your convenience.)

Grading and Late Assignments Policy

Your course grade will be out of a total of 575 points and is broken up as follows (This breakdown will allow you to check the progress of your grade throughout the semester).

No Late Assignments Are Permitted, unless a documented excuse is presented by the student and approved by the instructor.

Quizzes:	(30 points each, 120 pts. total for 4 Quizzes)
Discussions:	(25 points each, 75 pts total for 3 Discussions)
History Mini Writes	(25 points each, 50 pts total for 2 History Mini Writes)
Midterm	100 points total
Source Analysis Paper	130 points total
Final:	100 points total

There will not be a “curve” on course grades. Final grading will be on a 100 point-value scale, distributed as follows:

A+ 97-100	B- 80-82	D 63-66
A 93-96	C+ 77-79	D- 60-62
A- 90-92	C 73-76	F 59 and below
B+ 87-89	C- 70-72	
B 86-83	D+ 67-69	

Total Points Required to Earn Final Letter Grade:

A+ = 575-558	A = 557-535	A- = 534-518
B+ = 517-501	B = 500-478	B- = 477-460
C+ = 459-443	C = 442-420	C- = 419-403
D+ = 402-386	D = 385-363	D- = 362-345
F = 344 and below		

Assignments

Quizzes – You will take 4 quizzes throughout the sessions. Quizzes may consist of true or false question, multiple-choice, and terminology. **Quizzes only test specific lectures that are explicit on your course calendar.** Quizzes will be due at 11:59PM on Fridays.

Historical Thinking “Mini-Writes”– You will have 2 different sessions that will help you develop the necessary skills to become your own historian and engage in historical writing. After reading the assigned supplementary readings posted on Canvas and listed in this syllabus you will write a brief essay, 600 words MINIMUM, 5 paragraphs in length, each paragraph AT LEAST 5 sentences long discussing the posed question by the instructors. These exercises are designed to help you improve your critical/analytical writing ability. These exercises are designed to help you respond to the essay question on the midterm and final, and will help prepare you to write your Source Analysis Paper. I will provide feedback on your mini essay via Canvas that will help improve your analytical historical writing skills. **When writing your Historical Thinking “Mini Writes” students must use the supplementary reading material in order to receive a passing grade. Using lecture material or the textbook readings for these two assignments will not give students a passing grade.** History Mini Writes will be due at 11:59PM on Sundays

Discussion Sessions – You will have three different sessions where you will respond to a question on the Canvas forum posed by the instructor about the lectures, the assigned readings, (and videos if videos are posted). You are required to write AT LEAST 1 paragraph that is 250 words MINIMUM, AT LEAST 5 decent sentences long responding to the prompt. You will then comment on 3 student posts. Your comments must be AT LEAST 3 sentences long. Try to pose a question of your own that could stimulate further discussion in the response comment. **Your initial discussion post must include references to the lectures, readings (either the textbook *American Yawp* and/or supplementary readings), and videos (if videos are posted in the Modules prior to the Discussion Session.) Failure to include references to the lectures, readings, or videos will result in the reduction of one letter grade.** Further clarification will be provided in the Discussion Session forum instructions on Canvas. Discussion Sessions will be due at 11:59PM on Sundays.

Midterm— The midterm will cover all course content up to the date of the exam. The midterm will test your knowledge of the lectures, readings, and videos (if videos are used in this class). The midterm may consist of true or false, multiple choice, terminology, and an essay question.

Midterm is due on Friday October 7th by 11:59PM.

Source Analysis Paper— Having practiced your historical writing through the 2 Historical Thinking “Mini Writes,” you will hopefully have developed the necessary skill-set to write your Source Analysis Paper. **You are required to read 4 primary sources from a provided list available on Canvas by the instructor. You will then write a 5 to 7-page essay analyzing the primary source documents. You must meet the required page count. If your primary sources do not provide enough source-material to write at least 5 pages, you must find additional sources.** The paper must be typed, double-spaced using Times New Roman font with one-inch margins around the paper. Provide your full name and date at the top left-hand corner on the first page of the paper. Unless a documented excuse is presented by the student and approved by the instructor **late papers will be severely penalized (at least one full letter grade per day). I reserve the right to refuse late papers after three days.**

Source Analysis Paper is due on Sunday December 4th by 11:59PM

Final Exam – The final will cover all class content since the midterm. This means the final will NOT be comprehensive. The midterm will test your knowledge of readings, lectures, and videos (if videos are used in this class). The midterm may consist of true or false, multiple choice, terminology, and an essay question.

Final Exam is due on Friday December 9th by 11:59PM

Tips for Success In This Course

“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. Other course structures will have equivalent workload expectations as described in the syllabus.”

Reading is crucial for this course and the study of History!

As previously stated, this course has assigned readings. That means you are REQUIRED to read the assigned readings. Failure to read the textbook and supplementary readings will make it very difficult for you to succeed in this course. Nearly all of the assignments in this course address the reading content and/or ask questions about the course readings. Historians, like most trained professional, primarily obtain their knowledge by reading sources. The best way to learn and understand the history of humanity is to read. It is good practice to take notes while reading for this or any class!

Writing Is crucial for this course and the study of History!

As previously stated, this course has writing assignments. Additionally, I highly recommend TAKING NOTES. All of my assignments are detail-oriented, it is the best method to gauge if my students are engaging with the class material in an online environment. The best way to retain course content i.e. readings, lecture videos, and documentaries is for the student to TAKE NOTES. My exams and writings assignments ask for details and specific examples regarding the class readings and my lectures. I *highly* recommend taking notes while reading and watching the lecture videos, so that when you (the student) are in the process of taking an exam or writing a response/essay you (the student) do not need to frantically “flip-back” to a certain lecture video or online reading. Taking notes will enhance your ability to properly respond to class assignments.

Course Schedule

Class topics may change. Any changes (including additions to) readings or assignments will be announced in advance of class on Canvas.

Module 1; Session 1: August 19-August 21

- Topics/Lectures:
 - Introductions and Syllabus Review
- Readings
Textbook:
 - *American Yawp*, Chapter 1: "Indigenous America"Supplementary Reading:
 - Howard Zinn, *A People's History of the United States* Chapter 1: "Columbus, the Indians, and Human Progress"

Module 2; Session 2: August 22-August 28

- Topics/Lectures:
 - Early America and European Settlement
 - North American English Settlement
 - Race-Based Slavery and the British Colonies
- Readings
Textbook:
 - *American Yawp*, Chapter 2: "Colliding Cultures" (only read parts I, II, and IV-VII)
 - *American Yawp*, Chapter 3: "British North America"
- Supplementary Readings:
 - Howard Zinn, *A People's History of the United States* Chapter 2: "Drawing the Color Line"

Module 3; Session 3: August 29-September 4

- Topics/Lectures:
 - The American Revolution
 - Creating a "More Perfect Union"
- Readings
Textbook:
 - *American Yawp*, Chapter 5: "The American Revolution"
- Supplementary Readings:
 - Excerpts from *Common Sense*
 - "A More Perfect Union: The Making of the Constitution" by Roger A. Bruns
- **Due: Quiz 1 DUE by Friday September 2nd 11:59PM**

Module 4; Session 4: September 5-September 11

- Topics/Lectures:
 - Competing Visions of America, 1789-1801
 - A Jeffersonian Presidency and the War of 1812
- Readings
Textbook:
 - *American Yawp*, Chapter 6: "A New Nation" (only read parts I, VI-VIII, X-XI)
 - *American Yawp*, Chapter 7: "The Early Republic"Supplementary Readings:
 - A Confederation of Native peoples seek peace with the United States, 1786 in *American Yawp*
 - Mary Smith Cranch comments on politics, 1786-87 in *American Yawp*

Module 5; Session 5: September 12-September 18

- Topics/Lectures:
 - The Jacksonian Era, 1815-1840
 - The Peculiar Institution, 1800-1860
- Readings
Textbook:
 - *American Yawp*, Chapter 8: "The Market Revolution"
 - *American Yawp*, Chapter 11: "The Cotton Revolution"Supplementary Readings:
 - Howard Zinn, *A People's History of the United States* Chapter 7 "As Long As Grass Grows and Water Runs"

Due: History Mini Write 1 DUE by Sunday September 18th 11:59PM

Module 6; Session 6: September 19-September 25

- Topics/Lectures:
 - Western Expansion and Southern Session, 1840-1861
 - The American Civil War, 1861-1865
- Readings
Textbook:
 - *American Yawp*, Chapter 12: "Manifest Destiny"
 - *American Yawp*, Chapter 14: "The Civil War"Supplementary Readings:
 - Howard Zinn, *A People's History of the United States* Chapter 8, "We Take Nothing By Conquest"
 - Excerpts of Lincoln's Speeches

Due: Discussion Session 1 DUE by Sunday September 25th 11:59PM

Module 7; Session 7: September 26-October 2

- Topics/Lectures:
 - Reconstruction, 1865-1877
 - The Gilded Age, 1865-1900
- Readings
Textbook:
 - *American Yawp*, Chapter 15 "Reconstruction" (only read parts I-VII, skip VI)
 - *American Yawp*, Chapter 17 "The West"Supplementary Readings:
 - Eric Foner, "Rooted in Reconstruction: The First Wave of Black Congressmen"
 - Mississippi Black Codes – 1865 (you only need to skim this reading)
 - Chief Joseph on Indian Affairs (1877, 1879) in *American Yawp*

Due: Quiz 2 DUE by Friday September 30th 11:59PM (Quiz 2 will test on lectures from Module 4-6)

Module 8; Session 8: October 3-October 9

- Topics/Lectures:
 - American Imperialism
 - The Progressive Era
- Readings
Textbook:
 - *American Yawp*, Chapter 19 "American Empire" (read parts I-VII)
 - *American Yawp*, Chapter 20 "The Progressive Era (read parts I-VII)Supplementary Readings:
 - Ida B. Wells "Lynch Law in America"- 1900
 - Emma Goldman, "Patriotism a Menace to Liberty"
 - Eugene Debs, "How I Became a Socialist" (April 1902) in *American Yawp*

Due: Midterm DUE by Friday October 7th 11:59PM (Midterm will test material from Modules 1-7)

Module 9; Session 9: October 10-October 16

Topics/Lectures:

- The United States and World War I
- Reactionary America, the 1920s

Readings

Textbook:

- *American Yawp*, Chapter 21 “World War I and Its Aftermath” (read parts I-X, skip II and III)
- *American Yawp*, Chapter 22 “The New Era” (read parts I-X, skip part III)

Supplementary Readings:

- Mark Twain, “The War Prayer”
- Helen Keller, “Strike Against War”
- Alain Locke on the “New Negro” (1925) in *American Yawp*

Module 10; Session 10: October 17-October 23

• Topics/Lectures:

- The Great Depression and the New Deal
- Documentary: “We Have A Plan”

• Readings

Textbook:

- *American Yawp*, Chapter 23 “The Great Depression” (read parts I-XIII, skip parts III and VI)

• Supplementary Readings:

- Huey P. Long, “Every Man a King” and “Share our Wealth” (1934) in *American Yawp*
- Bertha McCall on America’s “Moving People” (1940)
- Labor Activism in California

Due: History Mini Write 2 DUE by Sunday October 23rd 11:59PM

Module 11; Session 11: October 24-October 30

• Topics/Lectures:

- The United States and World War II

• Readings

Textbook:

- *American Yawp*, Chapter 24 “World War II” (read parts I-XI, skip parts II and III)

Supplementary Readings:

- Howard Zinn, *A People’s History of the United States* Chapter 16: “A People’s War?”
- FDR’s Four Freedoms Speech
- Discrimination of Mexican Americans in the War Industries

Due: Quiz 3 DUE by Friday October 28th 11:59PM (Quiz 3 will test on lectures in Modules 8-10)

Due: Discussion Session 2 DUE by Sunday October 30th 11:59PM

Module 12; Session 12: October 31-November 6

• Topics/Lectures:

- The Emergence of the Cold War, 1945-1952
- Documentary: “Reds”

• Readings

Textbook:

- *American Yawp*, Chapter 25 “The Cold War” (read parts I-III)

[Module continues on the next page.]

Supplementary Readings:

- The Marshall Plan

- NSC-68
- The Long Telegram

Module 13; Session 13: November 7-November 13

- Topics/Lectures
 - The Second Red Scare and the Eisenhower Era
 - Documentary: "Sputnik"
- Readings
Textbook:
 - *American Yawp*, Chapter 25 "The Cold War" (read parts IV-VI)
 - *American Yawp*, Chapter 26 "The Affluent Society"
- Supplementary Readings:
 - Testimony of J. Edgar Hoover Before HUAC
 - Senator Joseph McCarthy's Speech on Communists in the State Department
 - Rosa Parks on Life in Montgomery, Alabama (1956-1958) in *American Yawp*

Due: Discussion Session 3 DUE by Sunday November 13th 11:59PM

Module 14; Session 14: November 14-November 20

- Topics/Lectures
 - The Turbulent Sixties
 - Documentary: "Make Love Not War"
- Readings
Textbook: *American Yawp*, Chapter 27 "The Sixties"
- Supplementary Readings:
 - Fred Hampton Speech "Power Anywhere There's People!"
 - SDS Port Huron Statement
 - Shirley Chisholm's "Equal Rights to Women"

Due: Quiz 4 DUE by Friday November 18th 11:59PM (Quiz 4 will test on lectures from Modules 11-13)

Thanksgiving Holiday November 24th-25th

Module 15; Session 15: November 28-December 4

- Topics/Lectures
 - The Rise of Conservatism and Nixonian America
- Readings
Textbook:
 - *American Yawp*, Chapter 28, "The Unraveling"
 - *American Yawp*, Chapter 29, "The Triumph of the Right" (read parts I-V)
- Supplementary Readings:
 - Barry Goldwater's "Extremism in Defense of Liberty is no Vice!"
 - Reagan's 1964 - "A Time for Choosing" Speech

Due: Source Analysis Paper DUE by Sunday December 4th 11:59PM

Module 16; Finals Week, December 8-December 14

- **Due: Final Exam DUE by Friday December 9th 11:59PM**
 - **(Final tests course material from Modules 8-15)**