
History of the American People Section 80

HIST 20A

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/15/2022

Contact Information

Instructor: Laura Guardino

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Office Hours: Monday 3:00-4:00 pm

Class Days/Time: Online

Course Description and Requisites

Survey of continuity and change in society, culture, institutions and environment. Origins through slavery conflict. American Institutions: US1

Letter Graded

* Classroom Protocols

1. I expect students to meet the class deadline. Readings and required works are due the day assigned.
2. Opinions and discussions should be present in a respectful manner. Though perspectives may differ, students must understand that the scientific method of data collection and rational analysis of evidence is what governs conclusions and defines truth both in the university and in our secular society.
3. You will submit your own work electronically through Globalyceum and Canvas. All work must be your own and anyone else's ideas must be properly cited.
4. I expect students to communicate with me as soon as possible about any trouble they are having that may impact their ability to complete course assignments.

Late Work

I do not accept late work. At the end of the semester, I will give all students 20 extra credit points. These 20 points will supplement any missed assignment that you might have.

There may also be extra credit events to attend on campus. Look to announcements for more details.

Attendance in an online class is very important. I strongly recommend that you check into Canvas and Globalyceum 2-3 per week if not more.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Learning Outcomes (CLOs)

American Institutions US1: US History

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061. The original mandate appears in the State Education Code Title 5, Section 40404.

US1 Learning Outcomes

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

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:

- A. 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; and movements including religious, labor, civil rights, feminist, and environmental.
- B. 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.

Course Materials

Textbook

Findlen, Paula, et al. "American History." In Globalyceum. www.globalyceum.com.

One of the texts for this course is Globalyceum American History. Go to:

<https://www.globalyceum.com/>, register, and subscribe to the course with the unique section code: **NXS296A3** (this code is case sensitive). The cost of this subscription is \$39.99. You can also purchase a print copy of the essays, or text chapters, on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends the Chrome browser. 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.

Other technology requirements / equipment / material

Working microphone for a podcasting assignment.

☰ Course Requirements and Assignments

Weekly Tasks

Each week you will be required to complete a series of readings, reading quizzes and assignments.

Reading quizzes = 5 points each

Activities= 10 points each

On some weeks you will be asked to participate in a discussion these are shown in Globalyceum and noted in the syllabus.

Discussions= 10 points each

Special Assignments

Podcast

During week 5 you will create a 1-3 minute podcast on a primary source.

Podcast=25 points

Writing Assignments

There will also be 2 written essays of 4-6 pages each. The assignment will be broken up into:

Thesis= 10 points each

Oultine= 25 points each

Final Paper= 75 points each

Note that you only have to write on 1 topic in the assignment window. You have a choice and will not have to write on all the choices presented.

Final Examination or Evaluation

There will be a Midterm Project and a Final Project. There will be no face-to-face final exam. You will turn in your projects online. The projects will consist of 2 term cumulative projects.

✓ Grading Information

Quizzes, exams, and in-class work cannot be made up except in the case of a documented, valid reason, and you must contact me BEFORE the exam or due date by email or Canvas message. Any absence that is excused must be accompanied by official documentation.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>

A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

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

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

Week	Start of Week	Assignments- All assignments will be due Sunday before 11:55 pm of that week unless noted.
1	8/19	<p>Introduction and Europe and the Americas, 1450-1607</p> <p>Read week 2 readings</p> <p>Introduction Forum, purchase text, syllabus discussion forum</p>

2	8/22	<p>Europe and the Americas, 1450-1607</p> <p>Introduction Reading: Europe and the Americas, 1450-1607</p> <p>Reading: Why Cross the Atlantic?</p> <p>Reading Quiz: Why Cross the Atlantic?</p> <p>Reading: Columbus and Vespucci: A Tale of Two Discoveries</p> <p>Reading Quiz: Columbus and Vespucci</p> <p>Activity: Early Maps of the New World</p> <p>Activity: John White</p> <p>Activity: Cabeza de Vaca</p>
3	8/29	<p>Europe and the Americas, 1450-1607</p> <p>Reading: Initial Encounters</p> <p>Reading Quiz: Initial Encounters</p> <p>Reading: Indigenous Cultures</p> <p>Reading Quiz: Indigenous Cultures</p> <p>Activity: Why do women figure so prominently in the accusations of witchcraft?</p> <p>Activity: European Views of Native American Women</p> <p>Writing Assignment #1 Thesis</p>
4	9/5	<p>The American Revolution and Constitution, 1750-1790</p> <p>Introduction: The American Revolution and Constitution, 1750-1790</p> <p>Reading: "A Mighty Empire!"</p> <p>Reading Quiz: A Mighty Empire!</p> <p>Reading: The Patriots</p> <p>Reading Quiz: The Patriots</p> <p>Reading: A Civil War</p> <p>Reading Quiz: A Civil War</p> <p>Reading: The Revolution in the West, 1776-1783</p> <p>Reading Quiz: The Revolutions in the West</p> <p>Activity: Slaves and Slave Owners</p>

5	9/12	<p>The American Revolution and Constitution, 1750-1790</p> <p>Reading: Brief History of the Emergence of the American Constitution</p> <p>Reading: Three Myths of the American Constitution</p> <p>Activity: The Bill of Rights (1789-1792)</p> <p>Activity: Gouverneur Morris and the US Constitution</p> <p>Podcast: Primary Source Analysis</p>
6	9/19	<p>The Early American Republic, 1790-1815</p> <p>Introduction: The Early American Republic, 1790-1815</p> <p>Reading: What then is the American, this new man?</p> <p>Reading Quiz: What then is the American</p> <p>Reading: The New Rome, 1790-1815</p> <p>Reading Quiz: The New Rome</p> <p>Activity: Women's Education</p> <p>Activity: Slave Revolts in the Early Republic</p> <p>Writing Assignment #1 Outline</p>
7	9/26	<p>The Early American Republic, 1790-1815</p> <p>Reading: The US and the "Foreign World"</p> <p>Reading Quiz: The US and the Foreign World</p> <p>Reading: Filling Up the Canvas of America</p> <p>Reading Quiz: Filling up the Canvas of America</p> <p>Activity: Would Benjamin Franklin have appreciated the social network?</p> <p>Activity: The Demise of Federalists: The Hartford Convention</p>
8	10/3	<p>The North, 1815-1860</p> <p>Introduction: The North, 1815-1860</p> <p>Reading: Development</p> <p>Reading Quiz: Development</p> <p>Reading: Democracy</p> <p>Reading Quiz: Democracy</p> <p>Activity: Measuring Alcoholism</p> <p>Activity: Horace Mann and Education</p>

9	10/10	<p>The North, 1815-1860</p> <p>Reading: Free People of Color and Citizenship</p> <p>Reading Quiz: Free People of Color and Citizenship</p> <p>Reading: Dilemmas</p> <p>Reading Quiz: Dilemmas</p> <p>Activity: Alexis de Tocqueville and the Right of Association</p> <p>Activity: The Fugitive Slave Act of 1850</p> <p>Writing Assignment #1 Final Paper</p>
10	10/17	<p>The West, 1815-1860</p> <p>Introduction: The West, 1815-1860</p> <p>Reading: Many American Revolutions</p> <p>Reading Quiz: Many American Revolutions</p> <p>Reading: Worlds in Motion</p> <p>Reading Quiz: Worlds in Motion</p> <p>Activity: Manifest Destiny</p> <p>Activity: Chinook Jargon</p>
11	10/24	<p>The West, 1815-1860</p> <p>Reading: Empires, Nations, and Theocracies</p> <p>Reading Quiz: Empires, Nations, and Theocracies</p> <p>Reading: Blood and Soil: The US-Mexico War, 1846-1848</p> <p>Reading Quiz: Blood and Soil: The US-Mexican War</p> <p>Activity: John Wesley Powell</p> <p>Activity: Californios and the Bear Flag Revolt</p> <p>Writing Assignment #2 Thesis</p>

12	10/31	<p>The South, 1815-1860</p> <p>Introduction: The South, 1815-1860</p> <p>Reading: Rise of the Cotton Economy and the Expansion of Slavery</p> <p>Reading Quiz: Rise of the Cotton Economy</p> <p>Reading: Social Structure and Hierarchy of the Plantation</p> <p>Reading Quiz: Social Structure and Hierarchy</p> <p>Activity: Slave Labor and Plantation Rules</p> <p>Activity: The Great Compromises on Slavery</p> <p>Discussion: Transferable Skills</p>
13	11/7	<p>The South, 1815-1860</p> <p>Reading: The War Within: The Plantation House in the South</p> <p>Reading Quiz: The War Within</p> <p>Reading: Late Antebellum Period and the Civil War</p> <p>Reading Quiz: Late Antebellum Period and the Civil War</p> <p>Activity: Slave Recollections in the Federal Writers' Project</p> <p>Activity: Frederick Douglass and John C. Calhoun</p> <p>Writing Assignment #2 Outline</p>
14	11/14	<p>Civil War and Reconstruction, 1860-1877</p> <p>Introduction: Civil War and Reconstruction, 1860-1877</p> <p>Reading: The Civil War</p> <p>Reading Quiz: The Civil War</p> <p>Reading: Reconstruction</p> <p>Reading Quiz: Reconstruction</p> <p>Activity: The Richmond Bread Riots</p> <p>Activity: The Black Codes of Mississippi</p> <p>Discussion: Final Discussion: Advice</p>
	Thanksgiving Break	No assignments due

15	12/5	<p>Civil War and Reconstruction, 1860-1877</p> <p>Reading: Two Years that Changed America</p> <p>Reading: Consolidation</p> <p>Reading Quiz: Consolidation</p> <p>Reading: Native Americans in the Late 19th Century (Topical Essay)</p> <p>Reading Quiz: Native Americans in the Late 19th Century</p> <p>Activity: Buffalo Soldiers</p> <p>Activity: The Emancipation Proclamation</p>
FINAL EXAM	12/16	<p>Final Exam: Writing Assignment #2 Final Paper Due ONLINE to Globalyceum 12/16 before 11:55 pm (NOTE THIS IS A FRIDAY)</p>