

SAN JOSE STATE UNIVERSITY
College of Social Sciences / Department of History

SYLLABUS
HISTORY 15A-03: ESSENTIALS OF U.S. HISTORY
SECTION 3
Spring 2022—3 UNITS

Instructor: Robert Cirivilleri
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Office Hours: **Wednesday 10:30-11:30am or by appointment**
Class Days/Time: Tuesday/Thursday, 9:00-10:15am
Classroom: DMH 150
GE/SJSU Studies Category: US1 and D2

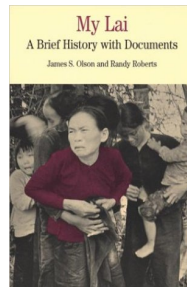
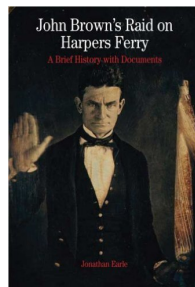
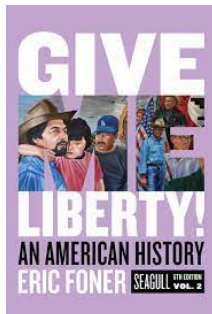
COURSE TEXTS AND READINGS

Foner, *Give Me Liberty, An American History: Volume 2*, Seagull Sixth Edition
ISBN: 978-0-393-42874-2

Earle, *John Brown's Raid on Harper's Ferry*

Olson and Roberts, *My Lai*

Topp, "The Sacco and Vanzetti Trial" Introduction (provided by instructor)



COURSE FORMAT

Course materials such as syllabus, handouts, notes, 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.

COURSE DESCRIPTION

From the SJSU Catalog: Treatment of essentials of U.S. history. Satisfies the American institutions requirement in U.S. history (US1) and the Core GE requirement in Social Sciences: Comparative Systems, Cultures, and Environments (D2).

History 15A is designed to introduce students to the essential events, ideas, turning points and transitions that have shaped American history from its origins to the present day. Students will examine key periods in American history focusing on both conventional and alternative interpretations of historical events and political processes that have shaped our modern economic, political and social systems. This information will be presented in a multi-cultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. Students will also read key primary source documents and writings in the history of the United States, in order to give them direct exposure to the words, thoughts and feelings of the incredibly diverse personalities that helped shape and define the great epochs of the past five hundred years of American history. Finally, students will be able to draw connections between the great social, economic, political and cultural issues of the past and those issues that animate our American society today. Throughout the course of the semester, students will develop the skills used by historians to research, analyze, critically think and argue about the past, which will provide them with transferable skills essential for future success in their careers and in their roles as American citizens.

GENERAL EDUCATION LEARNING OUTCOMES (GELO)

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

1. GELO 1 (US1): 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 will be asked to analyze certain subtopics. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.
3. GELO 3 (D2): Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.
4. GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.
5. GELO 5 (D2): Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems in the context of U.S. history. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.

COURSE LEARNING OUTCOMES (CLO)

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

1. CLO 1: Distinguish between primary and secondary materials and decide when to use each
2. CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence.
3. CLO 3: Identify and summarize other scholars' historical arguments.

4. CLO 4: Apply historical knowledge and analysis to contribute to contemporary social dialogue.
5. CLO 5: Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed
6. CLO 6: Generate significant, open-ended questions about the past and devise strategies to answer them
7. CLO 7: Read the history text, study and take notes and then apply the knowledge in class.

COURSE WORKLOAD

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 **9 hours per week** for a three 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>.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Your text for this course is Eric Foner's *Give Me Liberty, Volume 2* (see above image).

- **COURSE FORMAT:** The format for this course consists mainly of lectures that will be delivered in person during the regularly scheduled weekly meetings.
- **EXAMS:** You will be required to take **two midterm exams** and **one final exam**.
 - The exams will comprise of 50 multiple-choice questions and three identification terms. The final will also consist of 50 multiple-choice questions and three identifications. The final is not comprehensive; it will cover only the material discussed or assigned in the last section of the course.
- **QUIZZES: IMPORTANT: TO TAKE ALL QUIZZES, YOU WILL BE REQUIRED TO HAVE A WEBCAM ON YOUR COMPUTER, LAPTOP, TABLET, OR DEVICE.** If you don't have webcam availability, you will need to get one from SJSU Equipment Loan.
- You will be required to complete three quizzes on the following selected readings:
 - The **Introductions and selected primary sources** from two Bedford/St. Martins books—
 - *John Brown's Raid on Harper's Ferry: A Brief History with Documents*
 - *My Lai: A Brief History with Documents*
 You can purchase these two short books (see above images), at the bookstore or online.
 - One introductory essay which will be provided by the instructor (it can be found on Canvas in the Weekly Module):
 - *The Sacco and Vanzetti Case: A Brief History with Documents*
- There will be a quiz on each of the three readings which you will take on Canvas.
 - The *John Brown's Raid, Sacco and Vanzetti* and *My Lai* quizzes will consist of 15 multiple-choice or True/False questions, each worth 3 points (45 total) and you will have 25 minutes to complete them.
- **ON-LINE DISCUSSIONS:** You will be required to participate in 3 online discussions covering each of the three short readings above.
 - Each student will be assigned to a group containing 6-7 persons. You will remain in this group with these students for the duration of the course.
 - Following the completion of each of the three quizzes, a document will become available on Canvas in the "Discussions" tab that contains discussion questions. You are to post your answers to the questions, and also reply to the posts of at least **one** other member of your group.

Each completed discussion document will be worth 20 points. We will have an in-class synchronous discussion of each of the three subjects as well.

- **IN-CLASS DISCUSSIONS:** There will in-class discussions on various issues or questions that will be based on topics covered in lecture. Your attendance and participation in these discussions will be calculated as part of an overall participation grade of 55 points.

ASSIGNMENTS AND GRADING:

If you have questions on how your exam was assessed I encourage you to see me during office hours or on a scheduled appointment date. I will be happy to go over your exam with you and help you devise strategies to improve your grade. I am also happy to fill out an academic or fraternity/sorority grade check form, but you must give me advance notice and then arrange to meet me in my office.

<u>Assignment</u>	<u>Points</u>	<u>Percentage of Grade</u>
2 midterms	300 (150 each)	43%
1 final exam	150	21%
3 Online Quizzes	135 (45 each)	19%
3 Online Discussions	60 (20 each)	9%
<u>In Class Discussions/Participation</u>	<u>55</u>	<u>9%</u>
TOTAL	700	100%

Grade Breakdown is as follows:

A	100-93%	C+	77-74%	D-	59-57%
A-	92-90%	C	73-69%	F	56-0%
B+	89-87%	C-	68-66%		
B	86-82%	D+	65-63%		
B-	81-78%	D	62-60%		

LATE ASSIGNMENT POLICY

I do not accept late assignments nor will I give late or make-up exams unless there is a **VITALLY COMPELLING REASON** to do so. **ALL LATE ASSIGNMENTS WILL BE MARKED DOWN 20%.** A compelling reason exists only when you provide me with a valid reason **BEFORE THE ASSIGNMENT IS DUE**, as to why you cannot complete the assignment on time, or take the exam at the scheduled time. A valid excuse also requires official documentation verifying your absence. Even if you have a valid reason for missing an exam or assignment, the professor reserves the right to subtract points for late work. I also do not grant incompletes for any reason.

If you feel you cannot complete the work required for this class you must drop before the required deadline! The last day that you can drop this class is **MONDAY, FEBRUARY 7TH**. It is the responsibility of the student, **NOT** the instructor to drop students, so don't assume that because you have stopped attending, you will be dropped.

UNIVERSITY POLICIES:

Per University Policy @16-9, 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/>"

READING ASSIGNMENTS AND CLASS CALENDAR

	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
Week 1—Jan 27		
Thurs [1]:	Introduction:	

From Early English Settlement to the Conquest of a Continent

Week 2—Feb 1-3

Tues [2]: The Conquest of a Continent

Thurs [3]: The House Divided, 1846-1861

John Brown's Raid on Harper's Ferry, Introduction* QUIZ #1*John Brown Online Discussion #1 DUE FRIDAY, FEB 3 at 11:30pm**

Week 3—Feb 8-10

Tues [4]: Civil War Foner, Ch. 14 (PDF)

Thurs [5]: Civil War and Reconstruction

Week 4—Feb 15-17

Tues [6]: Reconstruction Foner, Ch. 15

Thurs [7]: The Gilded Age—American Industrialism

Week 5—Feb 22-24Tues [8]: The Gilded Age—American Industrialism Foner, Ch. 16
Discussion Handout—Technology and Ethics

Thurs [9]: The City and its Workers—Urban America Foner, Ch. 16

Week 6—Mar 1-3Tues [10]: **MIDTERM ONE – CHAPTERS 14-16**Thurs [11]: Politics and Empire Foner, Ch. 17
Discussion Handout—Late 19th Century American Imperialism

Week 7—Mar 8-10

Tues [12]: The Progressive Era Foner, Ch. 18

Thurs [13]: Progressivism and National Politics

Week 8—Mar 15-17

Tues [14]: America and the Great War Foner, Ch. 19

Thurs [15]: The Great War and its Aftermath

Week 9—Mar 22-24Tues [16]: The New Era Foner, Ch. 19-20
The Sacco and Vanzetti Case, Introduction* QUIZ #2*Sacco and Vanzetti Online Discussion DUE WEDNESDAY, MARCH 23RD at 11:30pm**

Thurs [17]: The Great Depression and the New Deal Foner, Ch. 20-21

Week 10—Mar 29-31

SPRING BREAK—NO CLASS

Week 11—Apr 5-7

Tues [18]: The New Deal Foner, Ch. 21

Thurs [19]: **MIDTERM TWO – CHAPTERS 17-21**

Week 12—Apr 12-14

Tues [20]: The Interwar Years Foner, Ch. 22
Discussion Handout—Appeasement and Stopping Hitler

Thurs [21]: The outbreak of the Second World War

Week 13—Apr 19-21

Tues [22]: The Second World War and its Aftermath Foner, Ch. 23
Discussion Handout—Truman and the Atomic Bomb

Thurs [23]: Truman and the Cold War

Week 14—Apr 26-28

Tues [24]: From Truman through Eisenhower Foner, Ch. 24

Thurs [25]: America and the Affluent Society

Week 15—May 3-5

Tues [26]: The Kennedy and Johnson Administrations Foner, Ch. 25

Thurs [27]: The Crisis of the 1960s—U.S. involvement in Vietnam
Olson and Roberts, *My Lai*, Introduction **QUIZ #3**

The My Lai Massacre Online Discussion DUE FRIDAY, MAY 6TH at 11:30pm

Week 16—May 10-12

Tues [28]: Nixon, Vietnam and Watergate Foner, Ch. 26

Thurs [29]: Carter and Ford

Week 17—May 17

Tues: **STUDY/CONFERENCE DAY: NO CLASS**

FINAL EXAM (Ch 22-26)