

San José State University
College of Social Sciences; Department of History
History 15-09; Essentials of U.S. History
Spring 2022

Course and Contact Information

Instructor:	Usiel Meraz-Cerna
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Office Hours:	Tuesdays 2:00 – 3:00pm Thursdays 12:00 – 1:00pm Meeting ID: 368 043 2917
Class Days/Time:	Mondays 9:00am – 10:15am
Class Zoom Link:	https://sjsu.zoom.us/j/81847107055
GE/SJSU Studies Category:	US1 and D2
Peer Connections SI Leader:	Connor Apel
SI Leader Email:	connor.apel@sjsu.edu

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).

From the SJSU GE Guidelines (S14-5): In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political system in which you live. This course will 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. The focus of the course is 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.

Course Format: This is an online hybrid course that will meet weekly on Zoom on Mondays. Weekly lectures will be uploaded to Canvas and posted in the modules section for you to view at your pace. Office hours will also be held on Zoom, using the link above.

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 at sjsu.instructure.com using your SJSU student ID and password. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Required Texts/Readings

Course Textbook

- Locke, Joseph and Wright, Ben, eds. *The American Yawp*, Stanford, CA: Stanford University Press, 2018.
 - Available at: www.americanyawp.com
 - This textbook is a **FREE**, online U.S. history textbook, written collaboratively by scholars and published by Stanford University for college-level history courses.

Other Course Readings

- Douglass, Frederick, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, Boston: Antislavery Society, 1849.
 - **Available at no cost from the Library of Congress website:**
<https://www.loc.gov/item/82225385/>
- A selection of primary historical texts will also be provided on Canvas.

Peer Connections

Connor Apel is assigned to serve as the Supplemental Instruction Leader for this course. As SI Leader, Connor will host regular SI sessions to review course material. Attendance is optional but highly recommended. Peer Connections provides free tutoring and mentoring. Visit peerconnections.sjsu.edu or email peerconnections@sjsu.edu for more information.

Course Goals

- **CG 1:** 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 historical events and political processes that have shaped the social, economic, and political systems in which we live.
- **CG 2:** Courses in American Institutions will 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. The focus of the courses is 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.
- **CG 3:** Social Science sources should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

GE Learning Outcomes (GELO): Upon successful completion of this GE course, students will be able to:

- **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 exams, and written analyses on primary sources.*
- **GELO 2 (D2):** Place contemporary developments in cultural, historical, environmental, and spatial contexts.
 - *Assessed by written analyses on primary sources, and quizzes on the reading.*

- **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 quizzes on the reading, written analyses on primary sources, multiple-choice and essay exams.*
- **GELO 4 (D2):** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
 - *Assessed by written analyses on primary sources, book activity, quizzes on the reading, multiple-choice and essay exams.*
- **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 written analyses on primary sources, quizzes on the reading, multiple-choice and essay exams.*

Course Learning Outcomes (CLO): Upon successful completion of this course, students will be able to:

- **CLO 1:** Distinguish between primary and secondary materials and decide when to use each. Assessed by written analyses on primary sources, and in-class activity.
- **CLO 2:** Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence. Assessed by written analyses on primary sources, and multiple-choice and essay exams.
- **CLO 3:** Identify and summarize other scholars' historical arguments. Assessed by in-class polls, quizzes on the reading, and multiple-choice and essay exams.
- **CLO 4:** Apply historical knowledge and analysis to contribute to contemporary social dialogue. Assessed by in-class polls, written analyses on primary sources, and class activities.
- **CLO 5:** Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed. Assessed by written analyses on primary sources and multiple-choice and essay exams.
- **CLO 6:** Read the history text, study and take notes and then apply the knowledge in class. Assessed by in-class activities, multiple-choice and essay exams.

Other Technology Requirements / Equipment / Material

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative.

- If you need help acquiring a device to complete your coursework, you may find support here: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>
- Install the Zoom software on your device. <https://sjsu.zoom.us/download>
- You can find other tech support and resources at <https://www.sjsu.edu/ecampus/> and <https://www.sjsu.edu/workanywhere/>
- See Learn Anywhere website for current Wi-Fi options on campus. <https://www.sjsu.edu/learnanywhere/equipment/index.php>

Course Requirements and Assignments

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.

Class Participation (100 Points)

- **iClicker:** During class meetings, you will participate in live polls and informal quizzes based on course material. Your total final iClicker grade percentage will appear as points out of 100 on Canvas gradebook. **Click on “iClicker Sync” in the Canvas course menu to register your iClicker account in order to receive credit.**

Reading Responses (100 points):

- You will write four reflections on the assigned reading. Two reflections will be in the form of a 1-page (250-word) Reading Response Essay, and two will be in the form of an online Discussion Board. Each reflection is worth 25 points.
 - **Reading Response Essay:** Complete the assigned reading up until the due date for the assigned Reading Reflection (and since the previous Reflection). Write a 1-page (250-word) essay that an analytical response to the material. Refer to the Reading Reflection Rubric for assessment criteria.
 - **Discussion Board:** You will post 1 original comment or question in response to the prompts posted on Canvas and reply to 1 comment posted by a classmate. Each original post is worth 15 points, and the reply is worth 10 points, for a total of 25 points for each Discussion. Refer to the Discussion Board Rubric for assessment criteria.

Primary Source Document Quizzes (200 points)

- Most weeks students are assigned 2 Primary Source Documents to read, along with a brief multiple-choice reading quiz for each document. Complete each quiz before the corresponding deadline. The quizzes are open-book and students are granted two attempts per quiz. There are a total of 10 quizzes for the whole semester, each quiz is worth 10 points, for a total of 200 points.

Frederick Douglass Quiz (100 points):

- There will be a quiz will be on the memoir, *Narrative of the Life of Frederick Douglass, An American Slave*. It is a brief read, but you should start to read ASAP. There will be a class discussion prior to the quiz which will cover themes of the memoir and other slave narratives.

Midterm Exam (200 points):

- Multiple-Choice Questions
- Short Essays focusing on themes covered in lecture and discussion.

Final Exam (200):

- Multiple-Choice Questions (not cumulative)
- 1 Long Essay that draws upon evidence from the span of the course

Late Work Policy/ Extra Credit

- Assignments submitted late will receive a 2% penalty for every day past the deadline.
- The Extra Credit Module will contain any extra credit opportunities for the semester.

Grading Information

Grade	Percentage	Points
<i>A plus</i>	96 to 100%	864 – 900
<i>A</i>	93 to 95%	837 – 863
<i>A minus</i>	90 to 92%	810 – 836
<i>B plus</i>	86 to 89 %	774 – 809
<i>B</i>	83 to 85%	747 – 775
<i>B minus</i>	80 to 82%	720 – 746
<i>C plus</i>	76 to 79%	684 – 713
<i>C</i>	73 to 75%	657 – 683
<i>C minus</i>	70 to 72%	630 – 656
<i>D plus</i>	66 to 69%	594 – 629
<i>D</i>	63 to 65%	567 – 593
<i>D minus</i>	60 to 62%	540 – 566

Assignments	Points
Class Participation iClicker	100
Primary Source Quizzes	200
Reading Reflections Essays & Discussions	100
Frederick Douglass Quiz	100
Midterm	200
Final Exam	200
Total	900

Online Classroom Protocol

- **Attend Every Class Meeting:** The weekly meetings will consist of discussion of the readings, workshops for building skills in reading and writing for history and reviewing the historical content. The presentation slides, video clips and any other media used during the class meetings will be posted to the corresponding weekly module. While attendance is not graded one method of assessing class participation will be through iClicker polls and quizzes which you can only partake during class.
- **View Recorded Lectures:** Every week, lectures on the assigned topics will be posted to the corresponding weekly module. You are expected to view these video lectures and be ready to discuss the material during the following class meeting. The Midterm and Final Exam will be largely based on the material from these lectures in addition to the weekly readings.
- **Communicate:** Contact Professor Meraz Cerna through Canvas *as early as possible before* the time an assignment is due if you need an extension. Exams cannot be made up *except* in the case of a **valid, documented reason. You will need a documentation to be officially excused.**
- **Be Civil and Courteous:** In a university setting, careful examination of evidence and consideration of diverse viewpoints should guide our study of history. All discussions, questions and opinions should be expressed in a respectful manner.
- **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week 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.

Etiquette for Online Learning: Despite the obvious differences between in-person classes and remote learning, please approach this course with the same professionalism you would if you were attending on-campus.

- Please login to the online class session on time. Log in using your @SJSU account.
- By default, students will begin the session muted, but I encourage you to participate often.
- Refrain from prolonged chatting with other students during the lecture, whether or not it is visible to the rest of the class.
- Stay focused, keep from being distracted by your phone, music, web browsing, etc.
- Students may have cameras off during lecture, however, I encourage you to keep your camera turned on in order to help build a cohesive class community.
- Be sure to double-check your physical space, background noise, and yourself before turning on your device's camera or microphone in order to avoid distractions or possibly embarrassing or offensive situations.

Technical difficulties

Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas: ecampus@sjsu.edu, (408) 924-2337, <https://www.sjsu.edu/ecampus/support/>

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), 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.

Course Schedule: Hist 15 – 09 / Essentials of U.S. History, Spring 2022

I will strive to keep to the schedule outlined here, however it is subject to change.

Any anticipated changes will be announced with fair notice and the syllabus updated on Canvas.

Week	Date	Lecture Topic	Readings & Assignments Complete by the <u>Next</u> class meeting
1	Monday 1/31	Introductions	<p>Read for next week (2/07):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 1. Sections 1-3 <p>Due 2/07:</p> <ul style="list-style-type: none"> • Introductory Discussion Board (Extra Credit)
2	2/07	Native North Americans	<p>Read for next week (2/14):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 2 Section 2 & Ch. 4 Sections 2-3 <p>Due 2/14:</p> <ul style="list-style-type: none"> • Primary Source Document Quizzes: <ul style="list-style-type: none"> ○ Carel Allard, <i>English Quakers Planting Tobacco on Barbados</i> (1680) ○ Edmund White, <i>Letter to Joseph Morton</i> (1687)
3	2/14	The Atlantic Slave Trade	<p>Read for next week (2/21):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 2 Sections 4-5 & Ch. 3 Sections 3-5, <p>Due 2/21:</p> <ul style="list-style-type: none"> • Reading Response Essay 1 • Primary Source Document Quizzes: <ul style="list-style-type: none"> ○ Canassatego, <i>an Act of the Assembly of New York</i> (1742) ○ General Assembly of Virginia, <i>Suppressing Outlying Slave</i> (1691)
4	2/21	British Colonial America	<p>Read for next week (2/28):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 4 Sections 4-6 & Ch. 5 Sections 1-3 <p>Due 2/28:</p> <ul style="list-style-type: none"> • Primary Source Document Quizzes: <ul style="list-style-type: none"> ○ Peter Oliver, <i>Origin and Progress of the American Rebellion</i> (1781) ○ Thomas Paine, <i>Common Sense</i> (1776)
5	2/28	The Road to Revolution	<p>Read for next week (3/07):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 5.4-6 <p>Due 3/07:</p> <ul style="list-style-type: none"> • Primary Source Document Quizzes: <ul style="list-style-type: none"> ○ Abigail and John Adams, <i>Correspondence</i> (1776) ○ Prince Hall, <i>Petition for Freedom</i> (1777)
6	3/07	The American Revolution	<p>Read for next week (3/14):</p> <ul style="list-style-type: none"> • <i>The American Yawp</i>: Ch. 6 <p>Due 3/14:</p> <ul style="list-style-type: none"> • Discussion Board 1 • Primary Source Document Quizzes: <ul style="list-style-type: none"> ○ James Madison, <i>Federalist Papers No. 10 & No. 51</i> (1787) ○ Thomas Jefferson, <i>Notes on the State of Virginia</i> (1781)
7	3/14	The Constitution	<p>Midterm Exam: Multiple Choice Quiz & Essay Assignment</p> <ul style="list-style-type: none"> • Due March 21 – 11:59pm (midnight)

Week	Date	Lecture Topic	Readings & Assignments Complete by the <i>Next</i> class meeting
8	3/21	Midterm Exam No Zoom Class Meeting This Week	Read for next class (4/04): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 7 Sections 5-6, Ch. 8 all, Ch. 9 Section 2, Ch. 12 Section 2
– Spring Break – No Classes March 28 - April 1 –			
9	4/04	The Market Revolution & Indian Removal	Read for next class (4/11): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 10 Complete <i>Narrative of the Life of Frederick Douglass</i> Due 4/11: <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Sarah Grimké, <i>Letters on the Equality of the Sexes</i> (1837) David Walker, <i>Appeal in Four Articles</i> (1830)
10	4/11	Abolition & Women's Rights	Due 4/18: <ul style="list-style-type: none"> Frederick Douglas Quiz – Posted on Canvas
11	4/18	Mexico & the Texas Rebellion	Read for next class (4/25): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 12 section 4 & Ch. 6 all Due 4/25: <ul style="list-style-type: none"> Reading Response Essay 2 Primary Source Document Quizzes: <ul style="list-style-type: none"> John D. Sloat, <i>California</i>, Francisco Mejia, <i>Proclamation</i> (1845) Richard Doyle, <i>The Land of Liberty</i> (1847)
12	4/25	The Mexican – American War	Read for next class (5/02): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 12.3 & 5 Due 5/02: <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Pun Chi, <i>A Remonstrance from the Chinese in California</i> (1860) Francisco P. Ramirez, <i>El Clamor Público</i> (1855-57)
13	5/02	The West	Read for next class (5/09): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 13 Due 5/09: <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> John L. Magee, <i>Forcing Slavery</i> (1856) John C. Calhoun, <i>Speech on the Slavery Question</i> (1850)
14	5/09	The Road to Civil War	Read for next class (5/16): <ul style="list-style-type: none"> <i>The American Yawp</i>: Ch. 14 Due 5/16: <ul style="list-style-type: none"> Discussion Board 2 Primary Source Document Quizzes: <ul style="list-style-type: none"> Alexander Stephens, <i>On Slavery</i> (1861) Abraham Lincoln, <i>The Emancipation Proclamation</i> (1863)
15	5/16	The Civil War	Prepare for Final Exam
Final Exam	Friday 5/20	Friday, May 20, 7:15am – 9:30am (https://www.sjsu.edu/classes/final-exam-schedule/spring-2022.php)	