

San José State University
College of Social Science/History
28080, History 20A, 80, Spring, 2022



Course and Contact Information

Instructor: Laura Guardino
Office Location: Zoom Office
Telephone: (408) 710-0783
Email: Laura.guardino@sjsu.edu
Office Hours: Monday 3:00-4:00 pm
Class Days/Time: Online
Classroom: [Canvas](#)
GE/SJSU Studies Category: Satisfies American Institutions US1: US History.

Course Description

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

Course Format: Online Course

This course is held completely online. You will be required to purchase the digital learning resource Globalyceum, access Canvas multiple times in a learning week and use video and conferencing software.

Technology Intensive, Hybrid, and Online Courses

This course is delivered online through Canvas (<http://www.sjsu.edu/at/ec/canvas/index.html>). Success in the course requires active participation by logging in multiple times a week for updates, completing assignments, completing activities, reviewing lectures, and participating and in discussions. You should ideally set aside a minimum of 5- 8 hours per week for this course, although depending on your level of comfort and experience with history and technology, it may be longer. Check out What Makes a Successful Online Student? at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp>

You will be required to purchase the digital learning resource Globalyceum, access Canvas multiple times a week, and use video conferencing software. The majority of assignments will be submitted through our digital learning resource, Globalyceum.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or another communication system as indicated by the instructor) to learn of any updates.

Help with Canvas

ITSS Help Desk

Phone: (408) 270-6411

Email: ITSS.helpdesk@sjeccd.edu

Program Information

History 20A provides a survey of continuity and change in society, culture, institutions, and the environment from Colonialization to the Reconstruction. Completion of this course and History 20B fulfills the F1—U.S. history portion of the American Institutions graduation requirements.

GE 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 weekly exams, primary source problem activities, poll questions and composition assignments.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition 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 weekly exams, primary source problem activities, poll questions and composition 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 primary source problem activities, poll questions, final essay and composition 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 primary source problem activities, poll questions, final essay and composition 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.

Required Texts/Readings

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: **89D9VNV8 (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.

Library Liaison

History

Monday, Nyle

Email: Nyle.Monday@sjsu.edu

Course Requirements and Assignments

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

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

Podcast=25 points

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

Thesis= 10 points each

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

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

Classroom Protocol

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.

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 (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<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.

28080, History 20A, 80, Spring 2022, 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	1/26	Introduction and Europe and the Americas, 1450-1607 Read week 2 readings Introduction Forum, purchase text, syllabus discussion forum
2	1/31	Europe and the Americas, 1450-1607 Introduction Reading: Europe and the Americas, 1450-1607 Reading: Why Cross the Atlantic? Reading Quiz: Why Cross the Atlantic? Reading: Columbus and Vespucci: A Tale of Two Discoveries Reading Quiz: Columbus and Vespucci Activity: Early Maps of the New World Activity: John White Activity: Cabeza de Vaca
3	2/7	Europe and the Americas, 1450-1607

		<p>Reading: Initial Encounters Reading Quiz: Initial Encounters Reading: Indigenous Cultures Reading Quiz: Indigenous Cultures Activity: Why do women figure so prominently in the accusations of witchcraft? Activity: European Views of Native American Women Writing Assignment #1 Thesis</p>
4	2/14	<p>The American Revolution and Constitution, 1750-1790</p> <p>Introduction: The American Revolution and Constitution, 1750-1790 Reading: "A Mighty Empire!" Reading Quiz: A Mighty Empire! Reading: The Patriots Reading Quiz: The Patriots Reading: A Civil War Reading Quiz: A Civil War Reading: The Revolution in the West, 1776-1783 Reading Quiz: The Revolutions in the West Activity: Slaves and Slave Owners</p>
5	2/21	<p>The American Revolution and Constitution, 1750-1790</p> <p>Reading: Brief History of the Emergence of the American Constitution Reading: Three Myths of the American Constitution Activity: The Bill of Rights (1789-1792) Activity: Gouverneur Morris and the US Constitution Podcast: Primary Source Analysis</p>
6	2/28	<p>The Early American Republic, 1790-1815</p> <p>Introduction: The Early American Republic, 1790-1815 Reading: What then is the American, this new man? Reading Quiz: What then is the American Reading: The New Rome, 1790-1815 Reading Quiz: The New Rome Activity: Women's Education Activity: Slave Revolts in the Early Republic Writing Assignment #1 Outline</p>
7	3/7	<p>The Early American Republic, 1790-1815</p> <p>Reading: The US and the "Foreign World" Reading Quiz: The US and the Foreign World Reading: Filling Up the Canvas of America Reading Quiz: Filling up the Canvas of America Activity: Would Benjamin Franklin have appreciated the social network? Activity: The Demise of Federalists: The Hartford Convention</p>
8	3/14	<p>The North, 1815-1860 Introduction: The North, 1815-1860</p>

		<p>Reading: Development Reading Quiz: Development Reading: Democracy Reading Quiz: Democracy Activity: Measuring Alcoholism Activity: Horace Mann and Education</p>
9	3/21	<p>The North, 1815-1860</p> <p>Reading: Free People of Color and Citizenship Reading Quiz: Free People of Color and Citizenship Reading: Dilemmas Reading Quiz: Dilemmas Activity: Alexis de Tocqueville and the Right of Association Activity: The Fugitive Slave Act of 1850 Writing Assignment #1 Final Paper</p>
	3/28	<p>Spring Break</p>
10	4/4	<p>The West, 1815-1860</p> <p>Introduction: The West, 1815-1860 Reading: Many American Revolutions Reading Quiz: Many American Revolutions Reading: Worlds in Motion Reading Quiz: Worlds in Motion Activity: Manifest Destiny Activity: Chinook Jargon</p>
11	4/11	<p>The West, 1815-1860</p> <p>Reading: Empires, Nations, and Theocracies Reading Quiz: Empires, Nations, and Theocracies Reading: Blood and Soil: The US-Mexico War, 1846-1848 Reading Quiz: Blood and Soil: The US-Mexican War Activity: John Wesley Powell Activity: Californios and the Bear Flag Revolt Writing Assignment #2 Thesis</p>
12	4/18	<p>The South, 1815-1860</p> <p>Introduction: The South, 1815-1860 Reading: Rise of the Cotton Economy and the Expansion of Slavery Reading Quiz: Rise of the Cotton Economy Reading: Social Structure and Hierarchy of the Plantation Reading Quiz: Social Structure and Hierarchy Activity: Slave Labor and Plantation Rules Activity: The Great Compromises on Slavery Discussion: Transferable Skills</p>
13	4/25	<p>The South, 1815-1860</p> <p>Reading: The War Within: The Plantation House in the South Reading Quiz: The War Within</p>

		<p>Reading: Late Antebellum Period and the Civil War Reading Quiz: Late Antebellum Period and the Civil War Activity: Slave Recollections in the Federal Writers' Project Activity: Frederick Douglass and John C. Calhoun Writing Assignment #2 Outline</p>
14	5/2	<p>Civil War and Reconstruction, 1860-1877</p> <p>Introduction: Civil War and Reconstruction, 1860-1877 Reading: The Civil War Reading Quiz: The Civil War Reading: Reconstruction Reading Quiz: Reconstruction Activity: The Richmond Bread Riots Activity: The Black Codes of Mississippi Discussion: Final Discussion: Advice</p>
15	5/9	<p>Civil War and Reconstruction, 1860-1877</p> <p>Reading: Two Years that Changed America Reading: Consolidation Reading Quiz: Consolidation Reading: Native Americans in the Late 19th Century (Topical Essay) Reading Quiz: Native Americans in the Late 19th Century Activity: Buffalo Soldiers Activity: The Emancipation Proclamation</p>
FINAL EXAM	5/22	<p>Final Exam: Writing Assignment #2 Final Paper Due ONLINE to Globalyceum 5/22 before 11:55 pm</p>