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

Course Description

Survey of continuity and change in society, culture, institutions, and environment. The emergence of modern society and world power status.

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 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 20B 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 20A 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

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: 794NMHX6
(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.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>96 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 95%</td>
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<td>A minus</td>
<td>90 to 92%</td>
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<td>B plus</td>
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<td>B</td>
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<td>B minus</td>
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<td>C</td>
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<td>C minus</td>
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<td>D plus</td>
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<td>D</td>
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<td>D minus</td>
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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 the recording of the 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.

28081, History 20B, 80, Spring 2022, Course Schedule

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Assignments- All assignments will be due Sunday before 11:55 pm of that week unless noted.</th>
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<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Introduction and The Gilded Age: Read week 2 readings</td>
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<td>Assignments: Introduction Forum, purchase text, syllabus forum, sign up for middle school call</td>
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<td>Assignments completed in Canvas this week.</td>
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<td>2</td>
<td>1/31</td>
<td>The Gilded Age and the Progressive Era, 1877-1914</td>
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<td>Reading: The Gilded Age Reading: American Imperialism, 1870-1920</td>
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<td>Reading: Reform</td>
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<td>Reading: Populism: Peril or Promise? (Topical Essay)</td>
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<td>Reading: Progressive Action</td>
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<td>Assignments: The Gilded Age and the Progressive Era, 1877-1914</td>
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<td></td>
<td>Reading Quizzes; Activity Jacob Riis</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments completed in Globalyceum</td>
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| 3    | 2/7  | The Gilded Age and the Progressive Era, 1877-1914  
Reading: Populism: Peril or Promise? (Topical Essay)  
Assignments: Populism: Peril or Promise? Reading Quizzes, Activity: Election of 1912  
**Writing Assignment #1 Thesis** |
| 4    | 2/14 | WWI and the 1920s, 1914-1929  
Reading: America at War and Peace  
Reading: The Jazz Age  
Reading: The Great Crash  
Assignments: WWI and the 1920s, 1914-1929 Reading Quizzes; Activity Advertising |
| 5    | 2/21 | WWI and the 1920s, 1914-1929  
Reading: America Enters WWI, 1914-1918 (Topical Essay)  
Assignments: America Enters WWI, 1914-1918 Reading Quizzes, Activity: WWI Propaganda  
**Podcast: Primary Source Analysis** |
| 6    | 2/28 | The Great Depression, 1929-1941  
Reading: The Great Depression  
Reading: The First New Deal  
Reading: The Second New Deal and the Road to War  
Assignments: The Great Depression, 1929-1941 Reading Quizzes, Activity Roosevelt Letters  
**Writing Assignment #1 Outline** |
| 7    | 3/7  | The Great Depression, 1929-1941  
Reading: The First New Deal Reading: Visual Americanism: The Art of the New Deal (Topical Essay)  
Assignments: The First New Deal Reading: Visual Americanism Reading Quizzes, Activity: Dorothea Lange |
| 8    | 3/14 | WWII and the Cold War, 1941-1972  
Reading: World War II  
Reading: The Cold War Reading: Red Spies in America: Rise of the  
Reading: Vietnam  
Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes; Activity Japanese Internment and Reality of War on the
<table>
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<tr>
<th>Page</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>9</td>
<td>3/21</td>
<td>WWII and the Cold War, 1941-1972 National Security State (Topical Essay)</td>
<td>National Security State Reading Quizzes; Activity Anti Soviet Propaganda</td>
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<td>10</td>
<td>3/28</td>
<td>Post-War America, 1945-1972</td>
<td>Reading: The Post-War Boom Reading: Racial Equality Reading: &quot;The Color of America has Changed&quot;: The Long and Wide</td>
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<td>Assignments: Post-War America, 1945-1972 Reading Quizzes, Activity Love Canal</td>
<td>Writing Assignment #2 Thesis</td>
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<td>11</td>
<td>4/11</td>
<td>Post-War America, 1945-1972</td>
<td>Reading: &quot;The Color of America has Changed&quot;: The Long and Wide Civil Rights Movement (Topical Essay)</td>
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<td>Assignments: Post-War America, 1945-1972 Reading Quizzes; Activity Voting Rights of 1965</td>
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<td>Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes; Activity Rise of Incarceration</td>
<td>Discussion: Transferable Skills</td>
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<td>Assignments: The Conservative Turn, 1972-2000 Reading Quizzes, Activity Rodney King</td>
<td>Writing Assignment #2 Outline</td>
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<td>14</td>
<td>5/2</td>
<td>The Changing American Economy</td>
<td>Reading: Deindustrialization and the Rise of the Service Economy</td>
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<tr>
<td>Assignment</td>
<td>Due Date</td>
<td>Description</td>
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| Reading: The Effects of Automation and Globalization  
Reading: The Financialization of the American Economy |  |
| Assignments: The Changing American Economy Reading  
Quizzes, Discussion, Activity: College Graduation and the Labor Market |  |
| **Discussion:** **Final Discussion:** Advice |  |
| 15 | 5/9 | The Changing American Economy  
Reading: Gay and Lesbian History, 1945-present (Topical Essay)  
Assignments: Gay and Lesbian History, 1945-present Reading  
Quizzes, Activity: Clinton’s 1995 Speech on Welfare Reform |
| FINAL EXAM | 5/22 | Final Exam: Writing Assignment #2 Final Paper Due ONLINE to Globalyceum 5/22 before 11:55 pm |