

**San José State University**  
**College of Social Sciences**  
**HIST 15 (82): Essentials of U.S. History**  
**Spring 2022 - 3 Units**

Instructor: Leslie Corona

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Office Hours: Fridays, 1:00-2:00pm via Zoom: <https://sjeccd-edu.zoom.us/j/95046665475>

Class Days/Time: Asynchronous

Classroom: Online (Canvas)

GE/SJSU Studies Category: US1 and D2

SI Leader: Marley Harr

SI Office Hours: Mondays, 1:30-2:30pm; Tuesdays, 11-12pm

### **Course Description**

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

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 course is completely online and will be conducted asynchronously. Even though we will not have scheduled meeting times, your assignments DO have due dates, so it is your responsibility to pace yourself and complete the assignments on time. All course materials can be found on the Canvas learning management system course website. You are also responsible for regularly checking with the messaging system through Canvas to learn of any course updates.

This course will consist of written lectures, activities, discussions, quizzes, and a cumulative final exam. All of these components are organized into 14 Units on Canvas under Modules. Coursework for each Unit will be due on the last day of that Unit, which will be a Wednesday. Please do not hesitate to ask if you have any questions on any assignment or on any due date.

### ***Written Lectures***

We have a lot of content to cover in just 16 weeks. Give yourself plenty of time to read through everything, and ask questions if any arise. Each written lecture includes historic photographs\* and key terms and phrases in bold. Some might actually be videos that you get to take notes on (these will include outlines). As you read through the lectures, make a note of those key terms and phrases and any information that might be new to you. This will adequately prepare you for your quizzes and your final exam. Each written lecture is grouped by a general theme and for the most part goes in sequential order. At the bottom of each page, you can simply click on NEXT and Canvas will take you to the next written lecture, activity, or quiz.

\*Some of the lectures will include extremely graphic images. I apologize in advance, but history really isn't pretty at times, and it should always be experienced accurately, no matter how we feel personally.

### ***Quizzes***

You will be quizzed on every written lecture, so be sure to read carefully and take great notes. This means that all of your quizzes are—that's right—**open-note!** I don't expect you to memorize anything so don't feel too overwhelmed; I understand that not everyone is a strong test taker. However, I need to make sure that you are understanding core concepts, and it is always best to test your knowledge as soon as it has entered your brain, so I allow the use of notes on the quizzes immediately following the lectures. All of your quizzes will cover the lecture or lectures that preceded it, and you get two chances to take each to maximize your points.

### ***Activities***

An important part of learning history involves the use of primary sources-- an artifact, diary, manuscript, letter, autobiography, recording or any other source that was created at the time under study. These activities will vary and will often include discussion questions, video (audio/visual) components with critical or summary questions, and of course, first-hand accounts as told by the people who lived through an event. Each is given various point values depending on the length of the activity. Be sure to read the introductions and instructions carefully and follow all of the directions for each assignment for maximum points. Sample responses to these activities will be provided.

I will very often leave comments on some assignments, so be sure to check Canvas to see if I've left you a note of advice!

### ***Discussions***

Within occasional Units, we will engage in a class discussion. Again, please read the instructions carefully, and be sure to think about your responses before you post them. Also, because these are "discussions," be sure to respond to each other and discuss the topic at hand thoroughly.

### **GE Learning Outcomes (GELO)**

Upon successful completion of this GE 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 primary source activities, quizzes, in-class activities, and discussions.**
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by primary source activities, quizzes, discussions, and in-class activities.**

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 primary source activities, quizzes, discussions, and in-class activities.**
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 activities and discussions.**
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 activities, quizzes, and discussions.**

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

### **Required Texts/Readings**

#### **Textbook**

There is no required textbook for this course. All readings will be provided via Canvas.

### **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. Since this course is worth 3 units, prepare to spend approximately 9 hours of work per week on this course.

#### **Final Examination**

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment. At the end of your historic journey, we will have a cumulative final exam. This exam will be a glorious combination of quiz questions from quizzes you will be taking throughout the course. It will not be timed and it will not be proctored, so consider it a take-home exam. It will, however, be cumulative so prepare to review everything you learned from the start to the end of the course. And yes, you will be allowed to use your notes. **LATE EXAMS WILL NOT BE ACCEPTED.**

#### **Grading Information**

Quizzes, homework assignments, and in-class work cannot be made up except in the case of a documented, valid reason, and you must contact me BEFORE these assignments are due and NOT on the day they are due. Any absence that is excused must be accompanied by official documentation.

Because the course is self-paced, I do not grade for attendance-- all points you earn in the course will be through the various activities, quizzes, and final exam. **I also do not offer extra credit.**

Your course grade will be determined by your total amount of points in the course based on the following scale:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	788 - 753	96 to 100%
<i>A</i>	752 - 729	93 to 95%
<i>A minus</i>	728 - 706	90 to 92%
<i>B plus</i>	705 - 682	86 to 89 %
<i>B</i>	681 - 651	83 to 85%
<i>B minus</i>	650 - 626	80 to 82%
<i>C plus</i>	625 - 602	76 to 79%
<i>C</i>	601 - 579	73 to 75%
<i>C minus</i>	578 - 548	70 to 72%
<i>D plus</i>	547 - 517	66 to 69%
<i>D</i>	516 - 493	63 to 65%
<i>D minus</i>	492 - 469	60 to 62%

### **Classroom Protocol**

1. I expect students to come to class prepared. Try and create the most comfortable and thought-provoking environment possible. Grab a notebook or note-taking device and a huge glass of water and sit somewhere comfy and quiet. I'd also recommend grabbing some headphones-- play some brain-tickling music while you read, and enjoy the videos that are often posted per Unit at full volume. I promise that you will actually learn something if you log in to class *ready* to learn!
2. Fair warning-- discussions can often get a little heated. Opinions and discourse should always be presented 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. We each come from a different background, and each of us is unique. In my class, you are safe and respected for that fact. Discrimination of any kind will not be tolerated.
3. Want an "A+" in my class? Here's the trick: give me "A+" worthy work! **I do not offer extra credit** so the chances you have to earn points are your *only* chances to improve your grade. Manage your time wisely and take care to properly read through the lectures and assignments until you understand them. Then make the effort to carefully construct well-thought-out responses to the activities and assignments. Your grade will reflect the effort you put into the course.
4. Have a gap in your understanding? Email me or Marley! Don't quite understand what I'm looking for in your answer? Email me or Marley! We genuinely want you to succeed and I love talking about history and clarifying anything for you, so don't be shy. Email me or your peer Marley, and we'll get back to you as soon as possible.

### **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) (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.

## HIST 15 Course Schedule\*

Unit	Topics, Readings and Assignments	Due Dates
0	Hello & Welcome *Discussion: Get to Know Your Classmates!	FEB 2
1	PaleoAmerica & Colonization *Quizzes (3) *Activity: de las Casas	FEB 9
2	Expansion, Slavery & Moving Towards Independence *Quizzes (3) *Discussion: What's a Riot?	FEB 16
3	Revolution! *Quizzes (3) *Activity: Was it Really a Revolution?	FEB 23
4	Building a Republic & Its Early Years *Quizzes (3) *Activity: Jefferson v. Hamilton	MARCH 2
5	The Market Revolution & Conquest of the West *Quizzes (3) *Activity: The "Indian Problem"	MARCH 9
6	The Abolitionists, Slavery & Impending Doom *Quizzes (3) *Activity: "Ain't I a Woman?"	MARCH 16
7	Civil War! *Quizzes (2) *Activity: War is Hell *Discussion: Just Checking In	MARCH 23
8	Reconstruction & Its Impact *Quizzes (2) *Discussion: The Minstrel Show	APRIL 6
9	The Gilded Age & American Imperialism *Quizzes (3) *Activity: The Moro Massacre	APRIL 13

10	The Progressives, World War I & the Roaring '20s *Quizzes (3) *Discussion: Propaganda *Activity: Feminist KKK	APRIL 20
11	The Great Depression & World War II *Quizzes (3) *Activity: Code Breakers	APRIL 27
12	The Korean War, The Red Scare & Rebellion *Quizzes (3) *Activity: Surviving the Apocalypse	MAY 4TH
13	The Radical 1960s *Quizzes (3) *Activity: Before Stonewall *Activity: Asian Americans Rise!	MAY 11
14	Nixon, Reagan, Clinton & the End of the 20th Century *Quizzes (3) *Discussion: Making History	MAY 18
FINAL	FINAL EXAM	MAY 25

\*This schedule is subject to change with plenty of notice. Again, always be sure to check Canvas for updates!