

Essentials of U.S. History Section 82

HIST 15

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

Contact Information

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Office Hours

Thursday, 12:00 PM to 2:00 PM, DMH 321

Drop-in office hours DMH 321 or Zoom

* Classroom Protocols

This course will consider issues in the political, social, economic, and cultural history of the United States and the effects of inequality and privilege on the development of American society and institutions. Students will conduct themselves in a civil and respectful manner. Students should avoid colloquial language, characterizations, remarks, or outright slurs that pertain to groups in the abstract or to their fellow students.

Disability Accommodations

I am committed to creating an inclusive and accessible classroom environment for students of all abilities. Students who may need academic accommodations are advised to reach out to the Accessible Education Center as early as possible in the semester for assistance. Knowing that ability status may shift during our time together, please let me know how I can best support your learning needs.

Academic Honesty

All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty. If you are unfamiliar or out of practice with the kind of citations that writers use to credit their sources, you can take the plagiarism tutorial and quiz on Canvas or contact the instructor.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge

and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

American Institutions US1: US History

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061. The original mandate appears in the State Education Code Title 5, Section 40404.

Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes

Upon successful completion of an Area D course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

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US1 Learning Outcomes

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; and movements including religious, labor, civil rights, feminist, and environmental.
- B. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

Course Materials

Online Textbook

Globalyceum American History

Availability: <https://www.globalyceum.com>

One of the texts for this course is Globalyceum American History. Go to: <https://www.globalyceum.com> register, and subscribe for this course with the following Unique Section Number **RTKUESE3** (This number is case sensitive.) Your purchase options are debit/credit, or Paypal, or you can purchase an access code from the bookstore. Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, and Firefox. 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.

Also, in order for your scores to pass over from Globalyceum to Canvas, you'll need to click the "Connect to Canvas" button.

Course Requirements and Assignments

Module Reading Quiz (10 points)

Each week you will complete short reading quizzes with multiple-choice and short-answer questions on Globalyceum to check your comprehension of essay and lecture materials. Each quiz is worth 10 points and can be taken up to three times.

Module Primary Source Activities (10 points)

For each Globalyceum activity, you will read a background section, study some primary sources, then complete the "Analyze the Evidence" section and submit your answers for credit

Reading Outline (10 points)

For the first 2 modules, you will submit an outline of the assigned reading following the guidelines on Globalyceum.

Unit Discussion Forum (30 points):

As this is a "virtual" class, participation in course discussions are heavily weighted in your grade to ensure you get the most out of this format. Unit discussions will help you connect historical events with present day issues to apply what you have learned.

Discussion postings will be graded according to the rubric on the course canvas site. For each unit discussion, students should make one substantive post based on course reading and resources by Thursday at 11:59pm and two follow up posts by the end of the unit at 11:59pm.

Writing History (45 points):

You will submit composition assignments in Globalyceum to build historical writing skills, including writing a thesis (10 points), developing an outline (15 points), and drafting an introduction and conclusion (20 points).

Final Project (150 points):

The final project will ask students to make their own connection between the past and present in a short essay or webpage. Through the semester you will identify a current issue, explore the past history of the issue, and submit an outline and final submission

Extra Credit (10 points)

Students may get extra credit for viewing related movies (list of films on Canvas). For films viewed at home, you should upload a receipt, still, or selfie as proof to the Extra Credit assignment on Canvas.

✓ Grading Information

Assignments

This course is based on low-stakes assessment principles. Completing weekly module activities in a timely manner will help to build your skills and comprehension and ensure your success in the course. In an online course, setting a regular work schedule and keeping up with assignments is extremely important.

Grading policy

If you are unable to complete assignments by the due date you may submit within the Unit (typically made up of 3 modules) without explanation or penalty. If you need to submit work after the Unit has closed, you should contact the instructor.

Students will demonstrate their mastery of course learning objectives through the following assessment activities:

Module Reading Quiz	140	Meets objectives US1 A-B
Reading Outlines	20	Meets objectives US1 A-B
Primary Source Activities	280	Meets objectives US1 A-B, D1, D2
History Writing	45	Meets objectives US1 A-B, D1, D2
Unit Discussions	150	Meets objectives US1 A-B, D3, D4
Final project	135	Meets objectives US1 A-B, D3, D4
Total	760	

Breakdown

Grade	Range	Notes
A	100-93%	
A-	90-2%	
B+	87-9%	
B	82-6%	
B-	81-79%	
C+	75-78%	
C	70-74%	
C-	67-69%	
D+	64-66%	
D	61-63%	
D-	59-60%	A student with a semester average below 59% will fail the course.

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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](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.

Course Schedule

When	Topic	Notes
UNIT ONE Initial Encounters January 25	Module 1: Introduction	
January 30	Module 1: Europe and the Americas, 1450-1607	Reading: Paula Findlen, "Europe and the Americas, 1450-1607" Introduction and Part 1-3 Module 1 Reading Quiz Activity: John White, European Views of Native American Women Reading Outline: Europe and the Americas Unit 1 Discussion
February 6	Module 2: Colonial America, 1607-1750 North and South	Reading: Mark Peterson, "Colonial America, 1607-1750" Introduction and Part 1-3 Module 2 Reading Quiz Activity: Nathaniel Bacon Colonial America Reading Outline Writing: Nathaniel Bacon (Write a Thesis)

When	Topic	Notes
UNIT TWO Making a New Nation February 13	Module 3: The American Revolution and Constitution, 1750-1790	Reading: Alan Taylor, "The American Revolution and Constitution, 1750-1790" Introduction and Part 1-3 Module 3 Reading Quiz Activity: Slaves and Slave Owners, The Bill of Rights
February 20	Module 4: The Early American Republic, 1790-1815	Reading: Caroline Winterer, "The Early American Republic, 1790-1815" Introduction and Part 1-3 Module 4 Reading Quiz Activity: Women's Education Writing: Women's Education (Write an Outline)
February 27	Module 5: The North: 1815-1860	Reading: Seth Rockman, "The North, 1815-1860" Introduction and Part 1-3 Module 5 Reading Quiz Activity: Transportation and Communication, Horace Mann and Education Unit 2 Discussion
UNIT THREE Slavery and Expansion March 6	Module 6: The West: 1815-1860	Reading: Karl Jacoby, "The West, 1815-1860" Introduction and Part 1-3 Module 6 Reading Quiz Activity: Californios and the Bear Flag Revolt, The Gold Rush, Chinese Immigrants and Mark Twain
March 13	Module 7: The South: 1815-1860	Reading: Thavolia Glymph, "The South, 1815-1860" Introduction and Part 1-3 Module 7 Reading Quiz Activity: Yeomen Farmers, Slave Recollections in the Federal Writers Project

When	Topic	Notes
March 20	Module 8: Civil War and Reconstruction, 1860-1877	<p>Reading: Kate Masur, "Civil War and Reconstruction, 1860-1877" Introduction and Part 1-3</p> <p>Module 8 Reading Quiz</p> <p>Activity: Emancipation Proclamation, The Black Codes of Mississippi</p> <p>Writing: Emancipation Proclamation Write a Draft (Introduction and Conclusion ONLY)</p> <p>UNIT 3 Discussion</p>
UNIT FOUR April 3	Module 9: The Gilded Age and the Progressive Era, 1877-1914	<p>Reading: Charles Postel. The Gilded Age and the Progressive Era" Introduction and Part 1-3</p> <p>Module 9 Reading Quiz</p> <p>Activity: Chinese Immigration, Jacob Riis Photos</p> <p>Final Project: Identify a current issue</p>
April 10	Module 10: WWI and the 1920s	<p>Reading: Glen Gendzel, "World War I and the 1920s" Introduction and Part 1-3</p> <p>Module 10 Reading Quiz</p> <p>Activities: Eugene Debs v United States, World War 1 Propaganda Posters</p>
April 17	Module 11: The Great Depression, 1929-1941	<p>Reading: Linda Gordon, "The Great Depression 1929-1941" Introduction and Part 1-3</p> <p>Module 11 Reading Quiz</p> <p>Activity: Dorothea Lange and Hispanic Farmworkers, Letters to the Roosevelts</p> <p>Unit 4 Discussion</p>
UNIT FIVE RIGHTS AND REVOLUTIONS April 24	Module 12: WWII and the Cold War, 1941-1972	<p>Reading: Katie Sibley, "WWII and the Cold War, 1941-1972" (Introduction and Part 1-3)</p> <p>Module 12 Reading Quiz</p> <p>Activity: Women and the Home Front in WWII, The Tet Offensive</p> <p>Final Project: Research the Past</p>
May 1	Module 13: Post War America: Prosperity and Civil Rights	<p>Reading: Mark Brilliant, "Post-War America, 1945-1972" (Introduction and Part 1-3)</p> <p>Module 14 Reading Quiz</p> <p>Activity: Love Canal</p> <p>Activity: 1965 Voting Rights Act</p>

When	Topic	Notes
May 8	Module 14: Changing America	Reading: Changing America (Introduction and Part 1-3) Module 14 Reading Quiz Activity: The Rise of Incarceration, College Graduates and the Labor Market Unit 5 Discussion Final Project: Thesis and Outline
May 21	FINAL PROJECT	