

San José State University
College of Social Sciences
HIST 15 (11): Essentials of U.S. History
Spring 2023 - 3 Units

Instructor: Leslie Corona

Email: leslie.corona@sjsu.edu

Office Hours: By appointment only

Office Location: DMH 321

Class Days/Time: Tuesdays/Thursdays, 4:30pm - 5:45pm

Classroom: DMH 150

GE/SJSU Studies Category: US1 and D2

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 meets twice a week in person, and consists of lectures accompanied by PowerPoints and videos. We will also engage in occasional quizzes that cover that day's lecture, and you will be given seven homework assignments to be completed on Canvas.

Lectures

We have a lot of content to cover in just 16 weeks, so come prepared! I highly recommend you bring a notebook to take notes in since it will keep all of your notes in one place. You could also use a binder with loose leaf paper, whatever works best for you. Please note that laptops are not to be used to take notes unless you have specific permission from the Accessible Education Center. Please bring paper and something to write with. I also recommend some sort of folder or notebook flap to hold your quizzes.

Each PowerPoint lecture includes historic photographs* and the occasional key term, but I mainly use PowerPoint as a visual aide. As I lecture, make note of those key terms and be prepared to be an active listener and ask questions. I also recommend that you jot down which Unit each lecture takes place in so you can keep your notes nice and neat, and you make it easier on yourself to jump to a specific Unit. This will adequately

prepare you for your quizzes and your final exam since they are all organized based on Unit.

*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 it makes us feel.

Quizzes

You will be quizzed only occasionally (don't worry) just to give you some practice before the final exam. 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 do 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 quizzes will be taken right after a lecture and I allow the use of notes on those quizzes.

This is why I recommend some sort of folder to keep all over your quizzes in: these exact questions could appear on your final. Why not have the answers right there with you when you take it?

Homework Assignments

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 (anywhere between 5 and 20 points). Be sure to read the introductions and instructions carefully and follow all of the directions for each assignment for maximum points.

I will very often leave comments on some assignments, so be sure to check if I've left you a note of advice! Although these assignments are grouped with specific Units, you are allowed to submit them whenever you are able. These assignments are vital to the course and your learning, so I want to give you every opportunity possible to complete them. Take your time with them and give me your best answers possible. They will be due on the day of your final, May 18th.

Most of these assignments can be completed based on the lectures, but some (The Progressives, for example) will definitely require outside research. I allow the use of Wikipedia, but don't you dare copy and paste. If I find that your assignment is plagiarized, you will receive a ZERO grade. Use your own words in your responses, and always cite where you are getting your information from. Also, if you answer these questions without a source, I will also consider that to be plagiarism, and you will receive a ZERO for that too. Include the link to the source at the bottom of your assignment so I can take a look.

Attendance

Although I do not grade for attendance, it is absolutely crucial that you attend class as often as possible. To make your job easier, use your time wisely and attend class regularly to take notes. Those notes can then be used on quizzes and your final exam, so it makes sense to attend class!

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.

However, if you find you need extra support or guidance, I highly recommend *Give Me Liberty!* by Eric Foner. There are countless editions available, but any are acceptable, so just find yourself an online version or the cheapest version you can!

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 also 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. Each question will be labeled with the Unit the questions come from, so it would be very helpful to have your notes organized.

And I have more great news– I will give you a study guide to help you better prepare! Woohoo! But keep in mind that LATE EXAMS WILL NOT BE ACCEPTED, so plan accordingly.

Grading Information

Because attendance is so crucial to the course and all activities we engage in are reliant on in-class lectures, quizzes and in class assignments cannot be made up except in the case of a documented, valid reason. You must also 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.

It is your responsibility to get the lecture notes that you missed from a fellow classmate. I do offer two chances for extra credit, but the extra credit you can receive is minimal to the amount you will earn in class. In other words, do not hinge all of your hopes to improve your grade on the two assignments of extra credit! Do your best to complete every assignment possible within the course, and you'll do fine.

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>	<i>221-213</i>	<i>96 to 100%</i>
<i>A</i>	<i>212-206</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>205-199</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>198-191</i>	<i>86 to 89 %</i>
<i>B</i>	<i>190-184</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>183-177</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>176-168</i>	<i>76 to 79%</i>
<i>C</i>	<i>167-162</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>161-155</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>154-146</i>	<i>66 to 69%</i>
<i>D</i>	<i>145-140</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>139-133</i>	<i>60 to 62%</i>

Classroom Protocol

1. I expect students to come to class prepared. Bring your favorite pen, lots and lots of lined paper or fancy paper or plain paper or parchment, whatever you'd like, to take awesome notes. Pay attention, and feel free to ask any clarifying questions.
2. If you would like to contribute a comment at any time, please raise your hand.
3. You are more than welcome to eat in the classroom.
4. Please try and use the restroom before coming to class.
5. If you arrive to class late, please use the back door to enter the room and not the front door!
6. Want an "A+" in my class? Here's the trick: give me "A+" work! Your grade will reflect the effort you put into the course.
7. You are in charge of your grade. Put your phones away *por favor*, I'm sure you can handle not being on your phone for 75 minutes. If you really need to use it, please excuse yourself, but YOU are in charge of getting the information you get in class. Be responsible.
8. Have a gap in your understanding? Email me! Don't quite understand what I'm looking for in your homework assignments? Email me! I genuinely want you to succeed and I love talking about history and clarifying anything for you, so don't be shy. Email me, and please allow 48 hours for my response!

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.

HIST 15 Course Schedule**

Unit	Topics, Readings and Assignments	Class Dates/ Due Dates
0	Hello & Welcome!	JAN 26
1	PaleoAmerica, Natives & The Old World	JAN 31
2	Contact and Conquest IN-CLASS ACTIVITY: Bartolomé De Las Casas	FEB 2
2	English Arrive in North America, and Get Comfortable	FEB 7
3	New Spain, Natives, And Slavery IN-CLASS QUIZ	FEB 9
3	Colonies Get Fancy & Enlightened, Slavery Grows	FEB 14
4	Road to Rebellion	FEB 16
4	It's Time for Revolution!	FEB 21
5	Was it Really a Revolution? IN-CLASS QUIZ *HOMEWORK: MUTINY!	FEB 23
5	Building a Republic & Its Early Years	FEB 28
6	An Experiment: Adams and Jefferson IN-CLASS QUIZ	MAR 2
6	The Market Revolution	MAR 7
7	Conquest of the West *HOMEWORK: THE "INDIAN PROBLEM"	MAR 9
7	Mexico is Conquered and The West "Adjusts"	MAR 14
8	The Abolitionists and the Road to War	MAR 16

8	It's Time For a Civil War! IN-CLASS DISCUSSION: Checking In *HOMEWORK: CAUSES OF THE CIVIL WAR	MAR 21
9	Reconstruction & Its Impact *HOMEWORK: THE MINSTREL SHOW	MAR 23
9	The Gilded Age & Immigration	APR 4
10	American Imperialism	APR 6
10	The Progressives and WWI *HOMEWORK: PROGRESSIVES	APR 11
11	The "Roaring" '20s IN-CLASS QUIZ	APR 13
11	The Great Depression (1929-1941)	APRIL 18
12	World War II (1938-1945) IN-CLASS QUIZ *HOMEWORK: Code Breakers	APRIL 20
12	The Korean War & The Red Scare	APRIL 25
13	1950s Simmering Rebellion IN-CLASS QUIZ	APRIL 27
13	Civil Rights Explode!	MAY 2
14	The Radical 1960s *HOMEWORK: THE RADICAL TIMES	MAY 4
14	President Nixon and President Carter IN-CLASS QUIZ	MAY 9
15	President Reagan and the 1980s	MAY 11
FINAL	FINAL EXAM *MAY 18: DMH 150, 2:45pm - 5:00pm	MAY 18

*These assignments are not due on the day that's listed; they're due on the day of our final exam, May 18th.

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