

Essentials of U.S. History Section 08

HIST 15

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/30/2023

Contact Information

Instructor:	Dr. Caitlín Jeffrey
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Office Hours:	Monday, 10:00am-11:00am by Zoom Tuesday, 4pm-5pm by Zoom and by appointment via Zoom Please email me to set an appointment to meet during office hours.
Class Days/Times:	T, Th 10:30-11:45am
Classroom:	DMH 150
GE/SJSU Studies Category:	US1 and D2

MLK Academic Liaison Librarian:

Nyle Monday

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Land Acknowledgement:

San José State University occupies the unceded territory and traditional home of the Puichon Ohlone-speaking people and the present-day Muwekma Ohlone Tribe.

-Indian Health Center of Santa Clara Valley

COURSE DESCRIPTION:

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

History 15 is designed to introduce students to the essential events, ideas, turning points and transitions that have shaped American history from its origins to the present day. Students will examine key periods in American history focusing on both conventional and alternative interpretations of historical events and political processes that have shaped our modern economic, political and social systems. This information will be presented in a multi-cultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. Students will also read key primary source documents and writings in the history of the United States, in order to give them direct exposure to the words, thoughts and feelings of the incredibly diverse personalities that helped shape and define the great epochs of the past five hundred years of American history. Finally, students will be able to draw connections between the great social, economic, political and cultural issues of the past and those issues that animate our American society today. Throughout the course of the semester, students will develop the skills used by historians to research, analyze, critically think and argue about the past, which will provide them with transferable skills essential for future success in their careers and in their roles as American citizens.

COURSE FORMAT:

Course materials such as syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website, which can be accessed via the SJSU home website using student ID and password. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Equipment/Software Requirements:

You will need access to a laptop or tablet and the internet for class and to complete assignments on Canvas. If you don't have a laptop or tablet, you need to get one from SJSU Equipment Loan. Here is the SJSU Equipment Loan Link to allow you to book for equipment. The website provides other helpful links on MLK library equipment loan and qualifying for free broadband program: <https://sjsuequipment.getconnect2.com/>

Canvas and Zoom Requirements:

It is also strongly recommended that your computer or mobile device be running the most recent available operating system & other software.

- See Canvas Technical Requirements:
- <https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas>
- See Zoom System Requirements:
- <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>

How to Use Canvas & Get Tech Support

The Canvas developers & the SJSU e-Campus have put together a wonderful collection of resources intended to help you successfully navigate the Canvas LMS:

- **Searchable Canvas Student Guide:** <https://guides.instructure.com/>
- Additional resources & help docs can be found via the **SJSU e-Campus:** <http://www.sjsu.edu/at/ec/>
- If those links don't fully address your needs, you can submit an **iSupport ticket** and you will receive a response back promptly from SJSU support personnel. See **Support** tab on this page: <http://www.sjsu.edu/at/ec/>
- In Canvas, you can also click on the Question Mark icon on the far left-hand navigation bar for help options

* Classroom Protocols

Classroom Protocol:

Please be attentive in class. Please do not check emails or send text messages during class. Mobile phones and computers must be used only for class participation, note taking, or class activities. Engaging in personal activities is distracting to faculty and other students, infringes upon classroom discussion, and inhibits a culture of respect and shared learning.

Please respect the following structure for the classroom:

- Arrive on time to class
- If University policy requires, wear a mask
- You should be prepared for class, bringing your texts and laptops to class as needed
- Listen and dialogue with each other respectfully

Dropping the Course:

If you feel you cannot complete the work required for this class, you must drop before the required deadline! The last day that you can drop this class is February 20. It is the responsibility of the student, NOT the instructor to drop students, so don't assume that because you have stopped attending, you will be dropped.

Academic Dishonesty:

Cases of Academic dishonesty will be reported to the Office of Student Conduct and Ethical Development (SCED). Students who violate the academic integrity policy of the University will receive a zero on an assignment, quiz, and exam where plagiarism and/or cheating occurred.

≡ 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

GENERAL EDUCATION LEARNING OUTCOMES (GELOs)

Upon successful completion of this course, students will be able to:

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 class exercises and discussions, quizzes, and written responses

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts.

- Assessed by quizzes, class exercises and discussions and written responses

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 classes exercises, discussions, and written responses

GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

- Assessed by quizzes, class exercises and discussions and written responses

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 quizzes, class exercises and discussions and written responses

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO 1: Distinguish between primary and secondary materials and decide when to use each

- Assessed by quizzes, class exercises and discussions and written responses

CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence.

- Assessed by class exercises and discussions and written responses

CLO 3: Identify and summarize other scholars' historical arguments

- Assessed by class exercises and discussions and written responses

CLO 4: Apply historical knowledge and analysis to contribute to contemporary social dialogue.

- Assessed by class exercises and discussions and written responses

CLO 5: Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed

- Assessed by class exercises and discussions and written responses

CLO 6: Generate significant, open-ended questions about the past and devise strategies to answer them

- Assessed by class exercises and discussions

CLO 7: Read the history text, study, and take notes and then apply the knowledge in class.

- Assessed by quizzes, class exercises and discussions and written responses

Course Learning Outcomes (CLOs)

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.

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.

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

TEXTBOOK:

Roark et al., *The American Promise*, value edition, Combined volume. Macmillan: 8th edition, 2020.

- ISBN: 9781319208929 (Paperback)
- ISBN: 9781319218973 (e-book)

- The textbook is available at the SJSU bookstore.
- You may use the ISBNs provided to rent or acquire digital access from Macmillan website.
- You may use the ISBNs provided to locate the textbook via online book sellers for rent or used print copy.

Other Required Readings & Sources (Available on Canvas):

Assigned primary sources, secondary readings, documentaries, and other source materials will be available on canvas.

Course Requirements and Assignments

Assignments	Points
Week 1 Module/Canvas Profile	10
Four (4) Discussion Forums	200
Class Exercises/Discussions	120
Quizzes	180
Two (2) Synthesis Responses	200
Total Points:	710 points

Course Assignments

WEEK 1 MODULE/CANVAS PROFILE (10 points)

See Week 1 Module Assignment List for complete instructions on first week module assignments. Assignments for Week 1 entail creating your profile in Canvas, recording the pronunciation of your name in your Canvas profile and uploading ID photo into your profile in Canvas.

ONLINE FORUM DISCUSSION/IN-CLASS DISCUSSION (200 points)

Throughout the semester, you will respond to assigned questions on the readings in an online discussion. You will complete your responses prior to class meetings. Your responses will serve as the basis of in-class discussions for assigned readings throughout the semester. Discussion Forums factor for fifty (50) points. Your response to your assigned question factors for forty (40) points and your class facilitation of your question factors for ten (10) points. You are required to participate in four (4) online discussion/in-class discussions. A rubric providing criteria for assessment is provided in the rubrics section of Canvas and embedded in assignment. Each forum outlines the GELOs and CLOs for the assignment. The dates for discussion forums are provided within the class website in Canvas.

QUIZZES (180 points)

Quizzes will test you on various chapters of the textbook, assigned readings, and lecture. Quizzes consist of multiple-choice questions and/or short responses. Quizzes will range from fifteen (15) points to thirty (30) points. Specific GELOs and CLOs will be indicated in the instructions for each quiz. You may complete a quiz at any time from the start of Module Week to its completion. Quizzes are open-book, timed assessments. The due dates for quizzes are provided within the class website in Canvas.

CLASS EXERCISES/DISCUSSIONS (120 points)

Throughout the semester, you will complete various class exercises addressing various historical topics, sources, and readings. The exercises will serve as a foundation for class discussions on specific themes, issues and debates in American history and culture. A rubric providing criteria for assessment is provided in the rubrics section of canvas. Class Exercises/Discussions will range from ten (10) to twenty (20) points. Specific GELOs and CLOs will be indicated in the instructions for each class exercise. The dates for class exercise will be provided within the class assignment list for a week module.

SYNTHESIS RESPONSES (200 points)

You will write two synthesis papers for the semester; each synthesis paper factors for hundred (100) points. Synthesis papers will require primary and secondary source assessments to construct an analytical argument that summarizes major developments on American democracy. The first synthesis paper will cover issues defining American democracy from the 1776 to 1860. The second synthesis paper will address American democracy from 1877-1970s. A rubric providing criteria for assessment will be available in the rubrics section of Canvas and embedded in assignment. Specific GELOs and CLOs will be outlined for each assignment. The dates for synthesis responses are provided in the class schedule and within the class website in Canvas.

EXTRA CREDIT:

Extra Credit may be available for certain activities throughout the semester that students can choose to complete.

COURSE WORKLOAD:

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.

Grading Information

Assignments/Assessments	Points
Week 1 Module/Canvas Profile	10
4 Online Discussion Forums/In-Class Discussions	200
Quizzes	180

Class Exercises/Discussions	120
2 Synthesis Responses	200
Total	710 Points

Letter Grade	Points	Percentage
A	660-710	93-100%
A-	639-659	90-92%
B+	618-638	87-89%
B	589-617	83-86%
B-	568-588	80-82%
C+	547-567	77-79%
C	518-546	73-76%
C-	497-517	70-72%
D+	476-496	67-69%
D	447-475	63-66%
D-	426-446	60-62%
F	0-425	0-59%

GRADING and LATE POLICY:

All assessments for the courses need to be completed by their due dates and times.

You need to come to class prepared to discuss the assigned readings and materials. Class discussions and class exercises facilitate the learning process and serve as building blocks for your understanding of the curriculum, learning outcomes, and your successful completion of assignments.

Extending Circumstances:

If you have extending circumstances, you need to communicate to me privately your needs

BEFORE a due date by email or Canvas message. You need to provide documentation for your extending circumstances, verifying your absence (i.e., a doctor's note explaining your absence). Once you have provided documentation, the instructor will discuss with you an extension to an assignment.

Grading Policy and Late Policy for Discussion Forums:

Your response to your assigned discussion forum question needs to be submitted by its due date and time. If you miss the due date and time, it will factor as a zero in your grade book.

If you miss a class where you have an assigned class discussion of your forum response, you may schedule an appointment with me to discuss your response for credit during my office hours. You must schedule this appointment within the week of your assigned discussion forum to receive credit.

If you do not make-up the in-class discussion of your forum response, this portion of your assigned forum discussion will factor as a zero in your grade book in Canvas.

Grading Policy and Late Policy for Class Exercises:

Class exercises occur in class. If you are unable to attend class when class exercise is scheduled, you can log into class site during class time to complete the class exercise for credit. The class exercise will close at the end of class, and you will not be able to complete the exercise at a later date and time.

If you not complete a class exercise during class time, then it will factor as a missed assignment and a zero in your grade book.

Grading Policy and Late Policy for Quizzes:

You may complete a quiz at any time from the start of a Module to its completion. The dates for quizzes will be posted on the class website. If you miss the due date of a quiz, you cannot make it up and it will factor as a zero in your grade book.

Grading Policy and Late Policy on Synthesis Responses:

Responses need to be submitted by the due date and time. An extension window is built into the responses, allowing for late submissions for two days after the original due date. Late assignments will have ten (10) points deducted from the overall score for every day pass the original due date. If you miss the extension deadline, you will receive a zero for your missed assignment.

Responses must be submitted to the drop box on the class website. I will not accept responses to my email inbox.

If you do not submit your response to the class website correctly or submit a response that is unreadable by the system, you will not receive a grade for the assignment.

Technological Difficulties with Assignments:

If you are unable to complete an assignment by the due date because of problems with technology, you must take the following steps:

- notify me within a 24-hour period after the due date of the assignment.
- You must provide me via my email a snapshot of your computer screen, documenting the technological difficulty you are experiencing.
- You need to create a ticket to SJSU Canvas helpdesk to get assistance and to resolve the matter.

If you do not follow these steps, I will not accept late assignments due to technological issues.

If the system is down , then the due date for an assignment will be adjusted for the entire class.

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

All readings and assignments are due by the dates and times stated within syllabus and Canvas.

Week	Date	Topics, Readings, Assignments and Deadlines
1	Thurs. 1/26	Introduction Readings and Assignments provided in the Assignment List of Week 1 Module.

2	Tues. 1/31 Thurs. 2/2	<p>Slavery and Indentured Servitude in America</p> <p>Founding of the Nation</p> <p>Readings and Assignments provided in the Assignment List of Week 2 Module.</p>
3	Tues. 2/7 Thurs. 2/9	<p>Founding of the Nation</p> <p>Founding of the Nation</p> <p>Readings and Assignments provided in the Assignment List of Week 3 Module</p>
4	Tues. 2/14 Thurs. 2/16	<p>Market Revolution/Cherokee Removal</p> <p>Abolitionism</p> <p>Readings and Assignments provided in the Assignment List of Week 4 Module</p>
5	Tues. 2/21 Thurs. 2/23	<p>Women's Movement</p> <p>Expansion of the Nation</p> <p>Readings and Assignments provided in the Assignment List of Week 5 Module</p>
6	Tues. 2/28 Thurs. 3/2	<p>Civil War and Reconstruction</p> <p>Civil War and Reconstruction</p> <p>Readings and Assignments provided in the Assignment List of Week 6 Module</p>

7	Tues. 3/7	American West and Expansion of the Nation
	Thurs. 3/9	American City and Its Workers Readings and Assignments provided in the Assignment List of Week 7 Module Synthesis Response #1 Due
8	Tues. 3/14	American Empire
	Thurs. 3/16	Progressive Era Readings and Assignments provided in the Assignment List of Week 8 Module
9	Tues. 3/21	Progressive Era
	Thurs. 3/23	First World War Readings and Assignments provided in the Assignment List of Week 9 Module
Spring Break: Monday, March 27-Friday, March 31		
10	Tues. 4/4	Great Depression/New Deal
	Thurs. 4/6	Great Depression/New Deal Readings and Assignments provided in the Assignment List of Week 10 Module
11	Tues. 4/11	Second World War
	Thurs. 4/13	Second World War Readings and Assignments provided in the Assignment List of Week 11 Module

12	<p>Tues. 4/18</p> <p>Thurs. 4/20</p>	<p>Cold War</p> <p>America and the Affluent Society in 1950s</p> <p>Readings and Assignments provided in the Assignment List of Week 12 Module</p>
13	<p>Tues. 4/25</p> <p>Thurs. 4/27</p>	<p>Civil Rights Movement, 1950-1960s</p> <p>Great Society</p> <p>Readings and Assignments provided in the Assignment List of Week 13 Module</p>
14	<p>Tues. 5/2</p> <p>Thurs. 5/4</p>	<p>Civil Rights Movements, 1960-1970s</p> <p>U.S. & Vietnam War</p> <p>Readings and Assignments provided in the Assignment List of Week 14 Module</p>
15	<p>Tues. 5/9</p> <p>Thurs. 5/11</p>	<p>American Society, 1970s</p> <p>American Society, 1970s</p> <p>Readings and Assignments provided in the Assignment List of Week 15 Module</p>
16	<p>Tues. 5/16</p> <p>Mon. May 22</p>	<p>Study Day: No class</p> <p>Final Exam from 9:45am-12:00pm</p> <p>Synthesis Response #2 Due</p>