

Essentials of U.S. History Section 81

HIST 15

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

Contact Information

Instructor: Professor Usiel Meraz Cerna

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Use Canvas Inbox Messaging for faster response

Office Hours

Thursdays: 7:00 - 8:00pm and by appointment

Office Hours Zoom Link: <https://us04web.zoom.us/j/75828204421?pwd=DIJ0kryHHHZAneJ4zkdC5CK81vw1DW.1>
(<https://us04web.zoom.us/j/75828204421?pwd=DIJ0kryHHHZA%20neJ4zkdC5CK81vw1DW.1>)

Meeting ID: 758 2820 4421 Passcode: profemeraz

SI Leader: Anushka Joshi

Email: anushka.joshi01@sjsu.edu

Website: <https://www.sjsu.edu/peerconnections/index.php> (<https://www.sjsu.edu/peerconnections/index.php>)

Peer Connections

Anushka Joshi is assigned to serve as the Supplemental Instruction Leader for this course. As SI Leader, Anushka will host regular SI sessions to review course material. Attendance is optional but highly recommended. Peer Connections provides free tutoring and mentoring. Visit peerconnections.sjsu.edu or email peerconnections@sjsu.edu for more information.

Extra Credit: Attend Supplement Instruction (S.I.) sessions with Anushka for up to 20 points extra credit. Attend once before the Midterm Exam is due, and once again before the Final Exam for 10 points extra credit for each session.

* Classroom Protocols

Course Format: This is an online asynchronous course, there will be no live, scheduled lectures or required meetings. All course assignments, including homework, discussion boards, and quizzes will also be posted in the modules. Weekly prerecorded lectures will be uploaded to Canvas and posted in the modules section for you to view at your pace. Weekly assignments will be posted at least two weeks in advance, and will normally be due on Monday nights, 11:59pm, before midnight.

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 at sjsu.instructure.com using your SJSU student ID and password. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Log in to Canvas Weekly: Canvas will be the primary method of communication. Announcements will be posted weekly on Monday mornings, by 8AM and will include thematic questions pertaining to the week's lectures as well as reminders about upcoming assignments and general feedback.

View Recorded Lectures: Every week, lectures on the assigned topics will be posted to the corresponding weekly module. You are expected to view these video lectures and refer to the material for written responses, discussions, and exams. The Midterm and Final Exam will be largely based on the material from these lectures in addition to the weekly readings.

Late Work & Extensions: Assignments submitted late will receive a 2% penalty for every day past the deadline this is designed to give you flexibility when balancing the many demands on your time. So, there is **no need to ask for extensions, all late work will be accepted** (except for discussion assignments that close after 1 week). You may request to have a late penalty waived in the case of a documented emergency, please contact me ASAP in such a case.

Be Civil and Courteous: In a university setting, careful examination of evidence and consideration of diverse viewpoints should guide our study of history. All discussions, questions and opinions should be expressed in a respectful manner.

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

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).

From the SJSU GE Guidelines (S14-5): 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 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.

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

The American Yawp, Vol I

Author: Joseph Locke and Ben Wright, editors.

Publisher: Stanford University Press

ISBN: 9781503608139

Availability: americanyawp.com

Price: Free

The American Yawp is a **FREE** online U.S. history textbook, written collaboratively by scholars and published by Stanford University for college-level history courses.

Students will need to cite the page numbers of the PDF copy for writing assignments. Download the PDF copy here:

https://www.americanyawp.com/text/wp-content/uploads/yawp_v1_open_pdf.pdf (https://www.americanyawp.com/text/wp-content/uploads/yawp_v1_open_pdf.pdf)

A selection of primary historical texts will also be provided on Canvas.

Other Technology Requirements / Equipment / Material

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative.

If you need help acquiring a device to complete your coursework, you may find support here:

<https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>

Install the Zoom software on your device. <https://sjsu.zoom.us/download>

You can find other tech support and resources at <https://www.sjsu.edu/ecampus/> and <https://www.sjsu.edu/workanywhere/>

See Learn Anywhere website for current Wi-Fi options on campus. <https://www.sjsu.edu/learnanywhere/equipment/index.php>

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. Other course structures will have equivalent workload expectations as described in the syllabus.

Reading Responses – 25 points each (75 points total): You will submit three Reading Responses of 250-500 words in length, based on the assigned primary source and textbook readings.

Film Reflections – 25 points each (75 points total): You will write three Film Reflections of as part of 250-500 words in length, based on assigned documentary films and the assigned readings.

Primary Source Document Quizzes – 10 points each (200 points total): Most weeks students are assigned two (2) Primary Source Documents to read, along with a brief multiple-choice quiz for each document. The quizzes are open-book and students are granted two attempts per quiz.

Midterm Exam (200 points): Multiple-Choice Questions and one Short Essay

Final Exam (200): Multiple-Choice Questions (not cumulative) and one Short Essay

Extra Credit: Attend Supplement Instruction (S.I) sessions with Anushka for up to 20 points extra credit. Attend once before the Midterm Exam is due, and once again before the Final Exam for 10 points extra credit for each session.

Grading Information

Grade	Percentage	Points	Assignments	Points
<i>A plus</i>	<i>96 to 100%</i>	720 – 750	Primary Source Quizzes	200
<i>A</i>	<i>93 to 95%</i>	698 – 719	Reading Responses	75
<i>A minus</i>	<i>90 to 92%</i>	675 – 697	Film Reflections	75
<i>B plus</i>	<i>86 to 89 %</i>	645 – 674	Midterm	200
<i>B</i>	<i>83 to 85%</i>	623 – 644	Final Exam	200
<i>B minus</i>	<i>80 to 82%</i>	600 – 622	Total	750

<i>C plus</i>	76 to 79%	570 – 599		
<i>C</i>	73 to 75%	548 – 569		
<i>C minus</i>	70 to 72%	525 – 547		
<i>D plus</i>	66 to 69%	495 – 524		
<i>D</i>	63 to 65%	473 – 494		
<i>D minus</i>	60 to 62%	450 – 472		

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

Week	Date	Topic	Readings & Assignments Complete by the Monday of the week, Friday
1	1/25 – 27	Introductions	Due Monday, January 30: <ul style="list-style-type: none"> Introductory Discussion Board (Extra Credit)
2	1/30 – 2/03	Native North America	Read: <i>The American Yawp</i> Ch. 1 Sections 1-3 <ul style="list-style-type: none"> Primary Source Documents: <ul style="list-style-type: none"> Giovanni da Verrazano, Encountering Native Americans (1524) Thomas Morton Reflects on Native Americans in New England (1637) Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (1635) Assignments Due Monday, February 6, 11:59pm (midnight) <ul style="list-style-type: none"> Reading Response 1
3	2/6 – 10	The Atlantic Slave Trade	Read: <i>The American Yawp</i> Ch. 2 Section 2 & Ch. 4 Sections 2-3 Due Monday, February 13: <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Carel Allard, <i>English Quakers Planting Tobacco on Barbados</i> (1680) Edmund White, <i>Letter to Joseph Morton</i> (1687)

Week	Date	Topic	Readings & Assignments
			Complete by the Monday of the week, Friday
4	2/13 – 17	British Colonial America	<p>Read: <i>The American Yawp</i> Ch. 2 Sections 4-5 & Ch. 3 Sections 3-5,</p> <p>Due Monday, February 20:</p> <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Canassatego, <i>an Act of the Assembly of New York</i>(1742) General Assembly of Virginia, <i>Suppressing Outlying Slave</i>(1691)
5	2/20 – 24	The Road to Revolution	<p>Read: <i>The American Yawp</i> Ch. 4 Sections 4-6 & Ch. 5 Sections 1-3</p> <p>Due Monday, February 27:</p> <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Peter Oliver, <i>Origin and Progress of the American Rebellion</i>(1781) Thomas Paine, <i>Common Sense</i>(1776)
6	2/27 – 3/03	The American Revolution	<p>Read: <i>The American Yawp</i> Ch. 5.4-6</p> <p>Due Monday, March 6:</p> <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> Abigail and John Adams, <i>Correspondence</i> (1776) Prince Hall, <i>Petition for Freedom</i> (1777)
7	3/06 – 10	The Constitution	<p>Read: <i>The American Yawp</i> Ch. 6</p> <p>Due Monday, March 13:</p> <ul style="list-style-type: none"> Reading Response 2 Primary Source Document Quizzes: <ul style="list-style-type: none"> James Madison, <i>Federalist Papers No. 10 & No. 51</i>(1787) Thomas Jefferson, <i>Notes on the State of Virginia</i>(1781)
8	3/13 – 17	<u>Midterm Exam</u>	<p>Midterm Exam: Multiple Choice Quiz & Essay Assignment</p> <ul style="list-style-type: none"> Due Monday, March 20 – 11:59pm (midnight)
9	3/20 – 24	The Market Revolution & Indian Removal	<p>Read: <i>The American Yawp</i> Ch. 7 Sections 5-6, Ch. 8, Ch. 9 Section 2, Ch. 12 Section 2</p> <p>Due Monday, April 3:</p> <ul style="list-style-type: none"> Film Reflection 1 – <i>The Abolitionists Episode 1</i>
March 27 – 31 Spring Break			

Week	Date	Topic	Readings & Assignments
			Complete by the Monday of the week, Friday
10	4/03 – 07	Abolition & Women's Rights	<p>Read: <i>The American Yawp</i> Ch. 10</p> <p>Due Monday, April 10:</p> <ul style="list-style-type: none"> Film Reflection 2 – <i>The Abolitionists Episode 2</i> Primary Source Document Quizzes: <ul style="list-style-type: none"> Sarah Grimké, <i>Letters on the Equality of the Sexes</i>(1837) David Walker, <i>Appeal in Four Articles</i>(1830)
11	4/10 – 14	Mexico & the Texas Rebellion	<p>Due Monday, April 17:</p> <ul style="list-style-type: none"> Reading Response 3
12	4/17 – 21	The Mexican – American War	<p>Read: <i>The American Yawp</i> Ch. 12 section 4 & Ch. 6 all</p> <p>Due Monday, April 24:</p> <ul style="list-style-type: none"> Primary Source Document Quizzes: <ul style="list-style-type: none"> John D. Sloat, <i>California</i>, Francisco Mejia, <i>Proclamation</i> (1845) Richard Doyle, <i>The Land of Liberty</i>(1847)
13	4/24 – 28	The West	<p>Read: <i>The American Yawp</i> Ch. 12.3 & 5</p> <p>Due Monday, May 1:</p> <ul style="list-style-type: none"> Film Reflection 3 – <i>Foreigners in their Own Land</i> Primary Source Document Quizzes: <ul style="list-style-type: none"> Pun Chi, <i>A Remonstrance from the Chinese in California</i>(1860) Francisco P. Ramirez, <i>El Clamor Público</i>(1855-57)
14	5/01 – 05	The 1850s; Road to the Civil War	<p>Read: <i>The American Yawp</i> Ch. 13</p> <p>Due Monday, May 8:</p> <ul style="list-style-type: none"> Film Reflection 4 (Optional) – The Abolitionists Episode 3 Primary Source Document Quizzes: <ul style="list-style-type: none"> John L. Magee, <i>Forcing Slavery</i>(1856) John C. Calhoun, <i>Speech on the Slavery Question</i>(1850)
16	5/08 – 12	The Civil War	<p>Read: <i>The American Yawp</i> Ch. 14</p> <p>Due Monday, May 15:</p> <ul style="list-style-type: none"> Reading Response 4 (Optional) Primary Source Document Quizzes: <ul style="list-style-type: none"> Alexander Stephens, <i>On Slavery</i>(1861) Abraham Lincoln, <i>The Emancipation Proclamation</i> (1863)
17	Final Exam	Due Tuesday, May 23, 2022 @ 11:59pm (midnight)	