

Topics in American History: American Identities and Institutions Section 81

HIST 170S

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

HIST 170S Sections 81 and 82

Contact Information

Instructor	Prof. Victor Rodriguez
Contact Information	Email: victor.rodriguez02@sjsu.edu OR Canvas Messenger DO NOT use the Canvas Comments Section For prompt responses message me between 8AM-5PM Mon.-Fri. Allow up to 24 hours for a response
Office Hours	Tuesdays & Thursdays 9AM-10AM via Zoom or by appointment Zoom Link (https://sjsu.zoom.us/j/84880172205)
Class Session	January 25-May15
Classroom	Online; Asynchronous

Course Description and Requisites

An investigation in depth of selected periods or problems. This topic focuses on historical relationships between social groups and the political, social, economic and cultural institutions they created. GE Area: S and American Institutions Requirement: US1

Prerequisite(s): Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note(s): All of SJSU Studies courses require completion of the WST and upper division standing.

Letter Graded

Classroom Protocols

COURSE FORMAT

This is an online and asynchronous course. We will NOT be meeting in-person, or online in real-time for the entire semester. Lectures will be prerecorded and posted on Canvas. Course materials such as syllabus, handouts, readings, 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.

HELP WITH CANVAS

For help with Canvas, click "Help" in the blue left-side menu bar of your Canvas screen. Consult the [Canvas Student Guide] and [SJSU Canvas Student Resources]. If you need help with Zoom consult [Zoom Support]. You can also get tech support from the staff at eCampus. Their email is ecampus@sjsu.edu or call at (408) 924-2337 (8AM-7PM daily). Prof. Rodriguez does not provide tech support.

Course Enrollment and Student Consent

By enrolling in this course, you consent to all requirements listed on this Home Page/Syllabus and in course handouts. You accept responsibility for using Canvas to access required course materials, using Zoom, and seeking help from eCampus (not Prof. Rodriguez) if you encounter technical problems. You are responsible for keeping up with course assignments and registering your correct email address with Canvas and with SJSU. Check Canvas and your SJSU-registered email regularly for course announcements.

By enrolling in this course, you agree to abide by SJSU University Policy S12-7: "Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course . . . without instructor consent." Do NOT download, upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share ANYTHING from this course with ANYONE, including any social media or websites on the Internet. Any of these activities is a violation of California Civil Code 980 a(1) and SJSU University Policy S12-17 and could result in possible sanction. So, don't do it!

Classroom Protocol

This course will consider controversial 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 are expected to read and be prepared for class. Students are expected to 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 in particular.

Academic Honesty

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2. at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty.

University Policy F15-7 requires students to be honest in all academic course work. It also requires faculty members to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development web page for more information.

Cheating & Plagiarism

Cheating – from University Policy F15-7: "San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes: . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work

simultaneously presented in two or more courses without prior approval of all course instructors. . . . altering or interfering with the grading process; . . . any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.”

Plagiarism – from University Policy F15-7: “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes: **knowingly or unknowingly** incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.”

Your name on your submitted coursework constitutes your promise that it represents 100% your own effort, unless you properly acknowledge every source in A PROPER CITATION. You must place QUOTATION MARKS around words that you didn’t write yourself, and provide a properly formatted citation for every source of words or ideas other than your own

Failure to fulfill this requirement could result in a grade of “F” in the course, regardless of your other grades. You must consult with Prof. Rodriguez in advance if you are “unsure” or “confused” about what “might be” plagiarism. Even if you plagiarize from multiple sources, change some words, move sentences around, or add words of your own, it’s still plagiarism. Likewise, even if you didn’t mean to plagiarize, or you forgot to include quotation marks or references, or you accidentally omitted them, or your computer or someone else omitted them without your knowledge, or you didn’t know you were plagiarizing when you plagiarized, it’s still plagiarism, and it’s still a violation of Academic Integrity that will be penalized. You are responsible for knowing and abiding by SJSU’s rules of Academic Integrity. Claims of innocence, ignorance, forgetfulness, accidents, good intentions, reliance on others, or technological failures do NOT excuse plagiarism! **Cheating and/or plagiarism will result in a grade of “F” in this course and possible sanctions by the University, as authorized by Sec. 3.1.6 of University Policy F15-7.**

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Incompletes

SJSU University Policy S09-7 mandates that a grade of Incomplete can be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, military service, or some other “unforeseen, but fully justified” event beyond the student’s control. Incompletes will only be considered for students with documented emergencies who have already satisfactorily completed most course requirements. No one will receive a grade of Incomplete without prior consultation with Prof. Rodriguez, who may grant an “F” instead. A grade of Incomplete must be made up within a calendar year, or it will automatically convert into a failing grade (IC).

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

Tips for Success In This Course

"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 is crucial for this course and the study of History!

As previously stated, this course has assigned readings. That means you are REQUIRED to read the assigned readings. Failure to read the textbook and supplementary readings will make it *very* difficult for you to succeed in this course. Nearly all of the assignments in this course address the reading content and/or ask questions about the course readings. Historians, like most trained professional, primarily obtain their knowledge by reading sources. The best way to learn and understand the history of humanity is to read. It is good practice to take notes while reading for this or any class!

Writing is crucial for this course and the study of History!

As previously stated, this course has writing assignments. Additionally, I highly recommend TAKING NOTES. All of my assignments are detail-oriented, it is the best method to gauge if my students are engaging with the class material in an online environment. The best way to retain course content i.e. readings, lecture videos, and documentaries is for the student to TAKE NOTES. My exams and writings assignments ask for details and specific examples regarding the class readings and my lectures. I *highly* recommend taking notes while reading and watching the lecture videos, so that when you (the student) are in the process of taking an exam or writing a response/essay you (the student) do not need to frantically "flip-back" to a certain lecture video or online reading. Taking notes will enhance your ability to properly respond to class assignments.

Course Learning Outcomes (CLOs)

GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

GE Area S Learning Outcomes

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

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

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

Readings

- Textbook: Free online textbook [The American Yawp \(https://www.americanyawp.com\)](https://www.americanyawp.com), links available on Canvas
- Selected articles, essays, primary sources, etc. are available on the Canvas class page.

Course Requirements and Assignments

Assignments

Syllabus Quiz

This quiz will ensure that everyone reads and understands the syllabus. The Syllabus Quiz may consist of true or false, multiple-choice, select all that apply, and short answer questions. **Students will be able to retake the Syllabus Quiz up until the deadline.** The Syllabus Quiz is the only test students will be able to retake.

The Syllabus Quiz will be due by 11:59PM on Sunday February 5th

Discussion Session-Introductions

This is an informal discussion session designed for the students to get to know each other as well as their instructor. A few low stakes questions will be posted by Prof. Rodriguez on the Canvas Discussion forum that the students will respond to after, which the students will then respond to 2 other students posts.

Discussion Session-Introductions will be due by 11:59PM on Sunday January 29th

Quizzes

You will take 4 quizzes throughout the course. Quizzes may consist of true or false question, multiple-choice, terminology matching, and select all that apply. **Quizzes only test specific lectures and readings that are explicit on your course calendar.**

Quizzes will be due by 11:59PM on Fridays

Supplementary Readings Essay (S.R.E.)

The Supplementary Readings Essay (S.R.E.) is designed to help you develop the necessary skills to become your own historian and engage in historical writing. After reading the assigned supplementary readings posted on Canvas and listed in this syllabus you will write an essay that is a MINIMUM of 1200 words, a MINIMUM of 5 paragraphs in length, each paragraph AT LEAST 5 sentences long discussing an question prompt provided by the instructors. This exercise is designed to help you improve your critical/analytical writing ability. This exercise is intended to help prepare you to write your Source Analysis Paper. I will provide feedback on your S.R.E.

via Canvas that will hopefully help improve your analytical historical writing skills. **Students may only use the supplementary reading material for their S.R.E. Students may NOT use lecture material or the textbook on this essay. Using lecture material or the textbook readings for these two assignments will not give students a passing grade.**

The S.R.E. will be due by 11:59PM on Sunday March 26th

Discussion Sessions

You will have three different sessions where you will respond to a question on the Canvas forum posed by the instructor about the lectures, the assigned readings, (and videos if videos are posted). You are required to write AT LEAST 1 paragraph that is 250 words MINIMUM, AT LEAST 5 decent sentences long responding to the prompt. You will then comment on 3 student posts. Your comments must be AT LEAST 3 sentences long. Try to pose a question of your own that could stimulate further discussion in the response comment. **Your initial discussion post must include a mixture of references from class material including: the lectures, readings (either the textbook *American Yawp* and/or supplementary readings), and videos (if videos are posted in the Modules prior to the Discussion Session.) Failure to provide a picture of references from the lectures, readings, or videos will result in the reduction of one or two letter grades, depending on the quality of your initial post.** Further clarification will be provided in the Discussion Session forum instructions on Canvas.

Discussion Sessions will be due by 11:59PM on Sundays

Midterm

The midterm will cover all course content up to the date of the exam. The midterm will test your knowledge of the lectures, readings, and videos (if videos are used in this class). The midterm may consist of true or false, multiple choice, terminology, and an essay question.

Midterm is due by 11:59PM on Friday March 17th

Source Analysis Paper

Having practiced your historical writing with the S.R.E. you will hopefully have developed the necessary skill-set to write your Source Analysis Paper. You are required to read 4 primary sources from a provided list available on Canvas. You will then write a 5 to 7 full-page essay analyzing the primary source documents. You must meet the required page count. This means you should write a MINIMUM of 5 FULL pages. If your primary sources do not provide enough source-material to write at least 5 full-pages, you must find additional sources. The paper must be typed, double-spaced using Times New Roman font with one-inch margins around the paper. Provide your full name and date at the top left-hand corner on the first page of the paper. Unless a documented excuse is presented by the student and approved by the instructor late papers will be severely penalized (at least one full letter grade per day). I reserve the right to refuse late papers after three days.

Source Analysis Paper is due by 11:59PM on Sunday May 14th

Final Exam

The final will cover all class content since the midterm. The final will NOT be comprehensive. The midterm will test your knowledge of readings, lectures, and videos (if videos are used in this class). The midterm may consist of true or false, multiple choice, terminology, and an essay question.

Final Exam is due by 11:59PM on Sunday May 21st

✓ Grading Information

Grading and Late Assignments Policy

Your course grade will be out of a total of 605 points and is broken up as follows (This breakdown will allow you to check the progress of your grade throughout the semester).

No Late Assignments Are Permitted, unless a documented excuse is presented by the student and approved by the instructor.

Syllabus Quiz	20 points total
Introductions	10 points total
Quizzes	(30 pts. each, 120 pts. total of 4 Quizzes)
Discussions	(25 pts. each, 75 pts. total of 3 Discussions)
Supplementary Readings Essay (S.R.E.)	50 points total
Midterm	100 points total
Source Analysis Paper	130 points total
Final	100 points total

There will not be a "curve" on course grades. Final grading will be on a 100 point-value scale, distributed as follows:

A+ 97-100	B- 80-82	D 63-66
A 93-96	C+ 77-79	D- 60-62
A- 90-92	C 73-76	F 59 and below
B+ 87-89	C- 70-72	
B 86-83	D+ 67-69	

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>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

Class topics may change. Any changes (including additions to) readings or assignments will be announced in advance of class on Canvas.

<u>Session/Week</u>	<u>Topics/Lectures; Readings; Assignments</u>

<p>Session 1</p> <p>January 25-29</p>	<p>Introductions & Syllabus Review; Early America (https://sjsu.instructure.com/courses/1558269/pages/session-1-introductions-syllabus-review-early-america)</p> <p><u>Textbook</u></p> <p>American Yawp Chapter 1: "Indigenous America" (http://www.americanyawp.com/text/01-the-new-world/)</p> <p><u>Supplementary Reading</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 1: "Columbus, the Indians, and Human Progress" (https://www.historyisaweapon.com/defcon1/zinncol1.html)</p> <p><u>Discussion Session: Introductions DUE by Sunday January 29th 11:59PM</u></p>
<p>Session 2</p> <p>January 30- February 5</p>	<p>English Colonial Settlement (https://sjsu.instructure.com/courses/1558269/pages/session-2-british-colonies-and-slavery)</p> <p>Race-Based Labor and the British Colonies (https://sjsu.instructure.com/courses/1558269/pages/session-2-british-colonies-and-slavery)</p> <p><u>Textbook</u></p> <p>American Yawp Chapter 3: "British North America" (http://www.americanyawp.com/text/03-british-north-america/)</p> <p><u>Supplementary Reading</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 2: "Drawing the Color Line" (https://www.historyisaweapon.com/defcon1/zinncolorline.html)</p> <p><u>Syllabus Quiz DUE by Sunday February 5th 11:59PM</u></p>

<p>Session 3</p> <p>February 6-12</p>	<p><u>The American Revolution</u> (https://sjsu.instructure.com/courses/1558269/pages/session-3-american-revolution-and-creating-a-more-perfect-union) </p> <p><u>Creating a "More Perfect Union"</u> (https://sjsu.instructure.com/courses/1558269/pages/session-3-american-revolution-and-creating-a-more-perfect-union) </p> <p><u>Textbook</u></p> <p><i>American Yawp</i>, Chapter 5: "The American Revolution" (http://www.americanyawp.com/text/05-the-american-revolution/) </p> <p><u>Supplementary Readings</u></p> <p><u>Excerpts from Common Sense</u> (https://sjsu.instructure.com/courses/1558269/pages/session-3-american-revolution-and-creating-a-more-perfect-union) </p> <p><u>"A More Perfect Union: The Making of the Constitution" by Roger A. Bruns</u> (https://sjsu.instructure.com/courses/1558269/pages/session-3-american-revolution-and-creating-a-more-perfect-union) </p> <p><u>Quiz 1 DUE by Friday February 10th 11:59PM</u> (https://sjsu.instructure.com/courses/1558269/quizzes/1636104) </p> <p>(Quiz 1 text course material from Sessions 1-3)</p>
<p>Session 4</p> <p>February 13-19</p>	<p><u>Competing Visions of America</u> (https://sjsu.instructure.com/courses/1558269/pages/session-4-competing-visions-jefferson-and-the-war-of-1812) </p> <p><u>A Jeffersonian Presidency and the War of 1812</u> (https://sjsu.instructure.com/courses/1558269/pages/session-4-competing-visions-jefferson-and-the-war-of-1812) </p> <p><u>Textbook</u></p> <p><i>American Yawp</i>, Chapter 7: "The Early Republic" (http://www.americanyawp.com/text/07-the-early-republic/) </p> <p><u>Supplementary Readings</u></p> <p><u>A Confederation of Native peoples seek peace with the United States, 1786 in</u><i>American Yawp</i> (http://www.americanyawp.com/reader/a-new-nation/a-confederation-of-native-peoples-seek-peace-with-the-united-states-1786/) </p> <p><u>Mary Smith Cranch comments on politics, 1786-87 in</u><i>American Yawp</i> (http://www.americanyawp.com/reader/a-new-nation/mary-smith-cranch-comments-on-politics-1786-87/) </p>

<p>Session 5</p> <p>February 20-26</p>	<p>The Jacksonian Era (https://sjsu.instructure.com/courses/1558269/pages/session-5-the-jacksonian-era-and-a-peculiar-institution)</p> <p>The Peculiar Institution (https://sjsu.instructure.com/courses/1558269/pages/session-5-the-jacksonian-era-and-a-peculiar-institution)</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 8: "The Market Revolution" (http://www.americanyawp.com/text/08-the-market-revolution/)</p> <p><u>Supplementary Reading</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 7 "As Long As Grass Grows and Water Runs" (https://www.historyisaweapon.com/defcon1/zinnasl7.html)</p>
<p>Session 6</p> <p>February 27- March 5</p>	<p>Western Expansion and Southern Secession (https://sjsu.instructure.com/courses/1558269/pages/session-6-western-expansion-and-civil-war)</p> <p>The US Civil War (https://sjsu.instructure.com/courses/1558269/pages/session-6-western-expansion-and-civil-war)</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 14: "The Civil War" (http://www.americanyawp.com/text/14-the-civil-war/)</p> <p><u>Supplementary Readings</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 8, "We Take Nothing By Conquest" (https://www.historyisaweapon.com/defcon1/zinntak8.html)</p> <p>Excerpts of Lincoln's Speeches (https://sjsu.instructure.com/courses/1558269/pages/session-6-western-expansion-and-civil-war)</p> <p>Discussion Session 1 DUE by Sunday March 5th 11:59PM (https://sjsu.instructure.com/courses/1558269/discussion_topics/4829789?wrap=1)</p>

<p>Session 7</p> <p>March 6-12</p>	<p>Reconstruction (https://sjsu.instructure.com/courses/1558269/pages/session-7-reconstruction-and-the-gilded-age)</p> <p>The Gilded Age (https://sjsu.instructure.com/courses/1558269/pages/session-7-reconstruction-and-the-gilded-age)</p> <p>Textbook</p> <p>American Yawp, Chapter 17 "The West" (http://www.americanyawp.com/text/17-conquering-the-west/)</p> <p>Supplementary Readings</p> <p>Eric Foner, "Rooted in Reconstruction: The First Wave of Black Congressmen (https://sjsu.instructure.com/courses/1558269/pages/session-7-reconstruction-and-the-gilded-age)</p> <p>Mississippi Black Codes – 1865 (you only need to skim this reading) (https://www.historyisaweapon.com/defcon1/mississippiblackcode.html)</p> <p>Chief Joseph on Indian Affairs (1877, 1879) in American Yawp (http://www.americanyawp.com/reader/17-conquering-the-west/chief-joseph-on-indian-affairs-1877-1879/)</p> <p>Quiz 2 DUE by Friday March 10th 11:59PM (https://sjsu.instructure.com/courses/1558269/quizzes/1636101?wrap=1)</p> <p>(Quiz 2 will test course material from Sessions 4-6)</p>
<p>Session 8</p> <p>March 13-19</p>	<p>American Imperialism (https://sjsu.instructure.com/courses/1558269/pages/session-8-american-imperialism-and-the-progressive-era)</p> <p>The Progressive Era (https://sjsu.instructure.com/courses/1558269/pages/session-8-american-imperialism-and-the-progressive-era)</p> <p>Textbook</p> <p>American Yawp, Chapter 19 "American Empire" (read parts I-VII) (http://www.americanyawp.com/text/19-american-empire/)</p> <p>Supplementary Readings</p> <p>Ida B. Wells "Lynch Law in America"- 1900(https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/)</p> <p>Emma Goldman, "Patriotism a Menace to Liberty" (https://sjsu.instructure.com/courses/1558269/pages/session-8-american-imperialism-and-the-progressive-era)</p> <p>Eugene Debs, "How I Became a Socialist" (April 1902) in American Yawp (http://www.americanyawp.com/reader/20-the-progressive-era/eugene-debs-how-i-became-a-socialist-april-1902/)</p> <p>Midterm DUE by Friday March 17th 11:59PM</p> <p>(Midterm will test all course material from Sessions 1-7)</p>

<p>Session 9</p> <p>March 20-26</p>	<p>The US and World War I(https://sjsu.instructure.com/courses/1558269/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties)</p> <p>Reactionary America, the 1920s (https://sjsu.instructure.com/courses/1558269/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties)</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 21 "World War I and Its Aftermath"(read parts I-X, skip II and III) (http://www.americanyawp.com/text/21-world-war-i/)</p> <p><u>Supplementary Readings</u></p> <p>Mark Twain, "The War Prayer" (https://sjsu.instructure.com/courses/1558269/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties)</p> <p>Helen Keller, "Strike Against War" (https://sjsu.instructure.com/courses/1558269/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties)</p> <p>Alain Locke on the "New Negro" (1925) in <i>American Yawp</i> (http://www.americanyawp.com/reader/22-the-new-era/alain-locke-on-the-new-negro-1925/)</p> <p>S.R.E. DUE by Sunday March 26th 11:59PM</p>
<p>Spring Recess</p> <p>March 27-31</p>	<p>NO CLASS</p>
<p>Session 10</p> <p>April 3-9</p>	<p>The Great Depression and the New Deal (https://sjsu.instructure.com/courses/1558269/pages/session-10-the-great-depression-and-the-new-deal)</p> <p>Documentary: "We Have A Plan"(https://www.youtube.com/watch?v=6BcShxauDgk)</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 23 "The Great Depression" (read parts I-XIII, skip parts III and VI) (http://www.americanyawp.com/text/23-the-great-depression/)</p> <p><u>Supplementary Readings</u></p> <p>Huey P. Long, "Every Man a King" and "Share our Wealth" (1934) in <i>American Yawp</i> (http://www.americanyawp.com/reader/23-the-great-depression/huey-p-long-every-man-a-king-and-share-our-wealth-1934/)</p> <p>Labor Activism in California (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=587)</p>

<p>Session 11</p> <p>April 10-16</p>	<p>The US and World War II (https://sjsu.instructure.com/courses/1558269/pages/session-11-the-us-and-world-war-ii)</p> <p><u>Textbook</u></p> <p>American Yawp Chapter 24 "World War II" (read parts I-XI, skip parts II and III) (http://www.americanyawp.com/text/24-world-war-ii/)</p> <p><u>Supplementary Readings</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 16: "A People's War?" (https://www.historyisaweapon.com/defcon1/zinnpeopleswar.html)</p> <p>FDR's Four Freedoms Speech (https://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm)</p> <p>Discrimination of Mexican Americans in the War Industries (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=603)</p> <p>Quiz 3 DUE by Friday April 14 2nd 11:59PM (https://sjsu.instructure.com/courses/1558269/quizzes/1636106?wrap=1)</p> <p>(Quiz 3 will test on class material from Sessions 8-10)</p> <p>Discussion Session 2 DUE by Sunday April 16th 11:59PM (https://sjsu.instructure.com/courses/1558269/discussion_topics/4829790?wrap=1)</p>
<p>Session 12</p> <p>April 17-23</p>	<p>The Emergence of the Cold War (https://sjsu.instructure.com/courses/1558269/pages/session-12-the-early-cold-war-and-the-fair-deal)</p> <p><u>Documentary: "Reds"</u> (https://www.youtube.com/watch?v=n0U-b1TNf1Q)</p> <p><u>Textbook</u></p> <p>American Yawp Chapter 25 "The Cold War" (read parts I-III) (http://www.americanyawp.com/text/25-the-cold-war/)</p> <p><u>Supplementary Readings</u></p> <p>The Marshall Plan (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3643)</p> <p>NSC-68 (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3630)</p> <p>The Long Telegram (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3626)</p>

Session 13	The Eisenhower Era
April 24-30	<p><u>Documentary "Sputnik"</u> (https://www.youtube.com/watch?v=3uGT0mZOhr0)</p> <p><u>Textbook</u></p> <p><u>American Yawp</u> Chapter 25 "The Cold War" (read parts IV-VI) (http://www.americanyawp.com/text/25-the-cold-war/)</p> <p><u>American Yawp</u> Chapter 26 "The Affluent Society" (http://www.americanyawp.com/text/26-the-affluent-society/)</p> <p><u>Supplementary Readings</u></p> <p><u>Testimony of J. Edgar Hoover Before HUAC</u> (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3632)</p> <p><u>Senator Joseph McCarthy's Speech on Communists in the State Department</u> (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3633)</p> <p><u>Discussion Session 3 DUE by Sunday April 30th 11:59PM</u> (https://sjsu.instructure.com/courses/1558269/discussion_topics/4829791?wrap=1)</p>
Session 14	The Turbulent Sixties (https://sjsu.instructure.com/courses/1558269/pages/session-14-the-turbulent-sixties)
May 1-7	<p><u>Documentary: "Make Love Not War"</u> (https://www.youtube.com/watch?v=pFSfq6AMhWM)</p> <p><u>Textbook</u></p> <p><u>American Yawp</u> Chapter 27 "The Sixties" (http://www.americanyawp.com/text/27-the-sixties/)</p> <p><u>Supplementary Readings</u></p> <p><u>Fred Hampton Speech "Power Anywhere There's People!"</u> (https://sjsu.instructure.com/courses/1558269/pages/session-14-the-turbulent-sixties)</p> <p><u>SDS Port Huron Statement</u> (https://sjsu.instructure.com/courses/1558269/pages/session-14-the-turbulent-sixties)</p> <p><u>Shirley Chisholm's "Equal Rights to Women"</u> (https://sjsu.instructure.com/courses/1558269/pages/session-14-the-turbulent-sixties)</p> <p><u>Quiz 4 DUE by Friday May 5th 11:59PM</u> (https://sjsu.instructure.com/courses/1558269/quizzes/1636102?wrap=1)</p> <p>(Quiz 4 will test on class material from Sessions 11-13)</p>

<p>Session 15</p> <p>May 8-14</p>	<p>The Rise of Conservatism and Nixonian American (https://sjsu.instructure.com/courses/1558269/pages/session-15-nixonian-american-and-cold-war-detente)</p> <p>Textbook</p> <p>American Yawp Chapter 28, "The Unraveling" (http://www.americanyawp.com/text/28-the-unraveling/)</p> <p>American Yawp Chapter 29, "The Triumph of the Right" (read parts I-V) (http://www.americanyawp.com/text/29-the-triumph-of-the-right/)</p> <p>Supplementary Readings</p> <p>Barry Goldwater's "Extremism in Defense of Liberty is no Vice!" (https://sjsu.instructure.com/courses/1558269/pages/session-15-nixonian-american-and-cold-war-detente)</p> <p>Reagan 1964 - "A Time for Choosing" Speech (https://sjsu.instructure.com/courses/1558269/pages/session-15-nixonian-american-and-cold-war-detente)</p> <p>Source Analysis Paper DUE by Sunday May 14th 11:59PM (https://sjsu.instructure.com/courses/1558269/assignments/6446987)</p>
<p>Finals Week</p> <p>May 17-23</p>	<p>Final Exam DUE by Sunday May 21st 11:59PM (https://sjsu.instructure.com/courses/1558269/quizzes/1636103)</p> <p>(Final Exam will test all course material from Session 8-15)</p>