

San José State University

College of Social Science/History

History 15, Essentials of U.S. History,80 & 81, Fall 2020

Course Calendar:

<https://docs.google.com/document/d/1oZROsKUqELhp0cQIY7FnARQQ4fk-0vzQ7Nmsq8Wux58/edit?usp=sharing>

Course and Contact Information

Instructor:	Laura Guardino
Office Location:	DMH 321
Telephone:	(408) 710-0783
Email:	Laura.guardino@sjsu.edu
Office Hours:	Monday 2-3pm by phone or video conferencing, face to face appointments can be made upon request.
Class Days/Time:	ONLINE
Classroom:	http://my.sjsu.edu/
GE/SJSU Studies Category:	US1 and D2

Course Format: Online Course

This course is held completely online. You will be required to purchase a digital learning resource, access Canvas multiple times in a learning week and use video and conferencing software.

Service Learning (SL) Course

This course will have a service learning project that can be done online.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or another communication system as indicated by the instructor) to learn of any updates.

Course Description

By pivoting the center to view U.S. history from diverse perspectives this course will provide alternative interpretations of our shared past. The course will emphasize a multicultural framework, bringing the history of European Americans, African Americans, Asians, Latinos, Native Americans, Women, and LGBT Americans together as one American history marked by consensus as well as conflict. Students will be able to locate their place in this history and connect how the social, economic, and political issues that have driven the past continue to animate the U.S. today. Students will develop the skills throughout the class that historians use to research, analyze, critically think, and argue about the past to provide them with transferable skills for their future career and citizenship.

GE Learning Outcomes (GELO)

Upon successful completion of this 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 multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.
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 multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.
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 problem activities, poll questions, final essay and composition assignments.
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 problem activities, poll questions, final essay and composition assignments.

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 Identify and summarize other scholars' historical arguments.
4. CLO 4 Apply historical knowledge and analysis to contribute to the contemporary social dialogue.
5. CLO 5 Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
6. CLO 6 Generate significant, open-ended questions about the past and devise strategies to answer them.
7. CLO 7 Read the history text, study and take notes and then apply the knowledge in class.

Required Texts/Readings

Textbook

Findlen, Paula, et al. "American History." In Globalyceum. www.globalyceum.com.

One of the texts for this course is Globalyceum American History Though your course shell in Canvas you will find a link to subscribe to Globalyceum. The cost of this subscription is \$39.99. You can also purchase a print copy of the essays, or text chapters on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit, or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page.

Globalyceum recommends Chrome, Firefox, and Safari browsers. If you have any technical Problems during the term, please contact support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

Other technology requirements / equipment / material

Video recording capabilities for conferencing and video creation.

Library Liaison

History's Library Liaison is Nyle Monday who can be reached at Nyle.Monday@sjsu.edu or (408) 808-2041. While he is available during working hours for e-mail inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

Course Requirements and Assignments

1. Each week you will take a 10 question-reading quiz on Globalyceum. The quizzes will be due Sunday night before 11:55pm. These quizzes cover the reading from the textbook that will be relevant to that week's class topic. (15 quizzes = 150 points)
2. For the first unit students will complete the reading notes outlined in Globalyceum. (1 outline=15 points)
3. If there was a lecture assigned for that week's topic at the end of the week on Sunday night before 11:55pm you will take a short assessment (multiple choice, short response, poll) on that week's lecture. (13 quizzes = 130 points)
4. In addition, you will be 2-3 primary source problems or learning activities to analyze per week. (29 activities, 10 points each = 290 points)

5. You will participate in 4 Pen Pal Assignments and engage in a historical skills discussion or game with middle school students. (40 points each)
6. Composition Assignment: There will be three writing assignments in the history portion of the course. The assignments are designed to help you formulate a historical argument based on historical sources. (4 activities-10points, 15 points, 20 points, and 20 points= 65 points)
7. There will be 8 weekly reflections and/or discussions on topics related to weeks of study. Students will reflect on their learning and evaluate other students work. (15 points, 1- 10 point discussion= 130 points)

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

Final Examination or Evaluation

A final essay or service learning presentation will be assigned and work on throughout the semester.

Grading Information

Quizzes, exams, and in-class work cannot be made up except in the case of a documented, valid reason, and you must contact me BEFORE the exam or due date by email or Canvas message. An alternative assignment may be given on a case by case basis. Any absence that is excused must be accompanied by official documentation.

Your course grade will be determined by your total amount of points in the course based on the following scale.

A 100-93% C+ 78-75% D- 60-59%

A- 92-90% C 74-70% F 58-0%

B+ 89-87% C- 69-67%

B 86-82% D+ 66-64%

B- 81-79% D 63-61% University Policies

Assignment Type	Points Possible
Problem Activities	290
Outlining Assignments	45
Composition Assignments	65
Essay Quizzes	150
Lecture Quizzes	130
Class Discussions or Reflections	130

This course must be passed with a C or better as an SJSU graduation requirement.

Classroom Protocol

1. I expect students to meet the class deadline. Readings and required works are due the day assigned.
2. Opinions and discussion should be present in a respectful manner. Though perspectives may differ, students must understand that the scientific method of data collection and rational analysis of evidence is what governs conclusions and defines truth both in the university and in our secular society.
3. You will submit your own work electronically through Globalyceum and Canvas. All work must be your own and anyone else's ideas must be properly cited.

Late Work Policy

I do not accept late work. At the end of the semester, I will give all students 20 extra credit points. These 20 points will supplement any missed assignment that you might have.

Attendance

Attendance in an online class is very important. I strongly recommend that you check into Canvas and Globalyceum 2-3 per week if not more.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these policies and resources.

History 15 Essentials of U.S. History, 80 & 81, Fall 2020, Course Schedule

Course Schedule

Week	Date	Assignments- All assignments will be due Sunday before 11:55 pm of that week unless noted.
1	8/19	Introduction and Europe and the Americas: Read week 2 readings Assignments: Introduction Forum, purchase text, syllabus forum,
2	8/24	Europe and the Americas: Reading: Why Cross the Atlantic? Reading: Initial Encounters Reading: Indigenous Cultures Assignments: Activity; Views of Native Women, Chapter and Focus Question Note Taking Assignment for Reading: Why Cross the Atlantic?
3	8/31	Colonial America: Reading: Cataclysmic Population Changes: "Red, Black, and White Reading: The Rapid Rise of New Economies and Societies Reading: The Kaleidoscope of Colonial Governments Reading: Gentility, Religious Revivalism, and Self-Transformation in the 18th Century Assignments: Colonial America Reading Quizzes, Activity: Nathaniel Bacon and Colonial Slavery, Discussion, Pen Pal-Online Learning Assignment

4	9/7	<p>The American Revolution and Constitution, 1750-1790 Reading: "A Mighty Empire! I Do Not Mean An Independent One" Reading: The Patriots: "Survive or Perish with my Country" Reading: The Patriots: "Survive or Perish with my Country" Reading: A Civil War: "The People Think of Nothing But Plundering One Another" Reading: The Revolution in the West, 1776-1783 (Topical Essay) Reading: Three Myths of the American Constitution (Topical Essay)</p> <p>Assignments: American Revolution and Constitution Quizzes, American Revolution Chapter and, Paper Thesis</p>
5	9/14	<p>The Early American Republic, 1790-1815 Reading: "What then is the American, this new man?" Reading: The New Rome, 1790-1815 (Topical Essay) Reading: The US and the "Foreign World" Activity: The Monroe Doctrine (1823) Reading: Filling Up the Canvas of America: The West</p> <p>Assignments: The Early American Republic Reading Quizzes, Activity: Women's Education and the Growth of Slavery</p>
6	9/21	<p>The North, 1815-1860 Reading: Development Reading: Free People of Color and Citizenship (Topical Essay) Reading: The Abolitionist Movement, Sectionalism, and the Rise of the Republican Party (Topical Essay) Reading: Dilemmas</p> <p>Assignments: The North Reading Quizzes, Discussion, Activity Transportation and Measuring Alcoholism and Pen Pal- Online Learning Assignment, Composition Outline</p>

7	9/28	<p>The West, 1815-1860</p> <p>Many American Revolutions Activity: Manifest Destiny</p> <p>Reading: Worlds in Motion</p> <p>Reading: Empires, Nations, and Theocracies</p> <p>Reading: Blood and Soil: The US-Mexico War, 1846-1848 (Topical Essay)</p> <p>Assignments: The West, 1815-1860 Reading Quizzes, Activity; John Wesley Powell and the Gold Rush, Discussion</p>
8	10/5	<p>The South, 1815-1860</p> <p>Reading: Rise of the Cotton Economy and the Expansion of Slavery</p> <p>Reading: Social Structure and Hierarchy of the Plantation</p> <p>Reading: The War Within: The Plantation House in the South (Topical Essay)</p> <p>Reading: Late Antebellum Period and the Civil War, 1850-63</p> <p>Assignments: The South, 1815-1860 Reading Quizzes; Problem Slave Labor and Yeoman Farmers</p>
9	10/12	<p>Civil War and Reconstruction</p> <p>Reading: The Civil War</p> <p>Reading: Reconstruction</p> <p>Reading: Reconstruction Reading: Two Years that Changed America, 1865-67 (Topical Essay)</p> <p>Reading: Consolidation</p> <p>Assignments: Civil War and Reconstruction Reading Quizzes; Activity Emancipation Proclamation and the Black Codes, Discussion, Online Learning Pen Pal assignment</p>
10	10/19	<p>The Gilded Age and the Progressive Era, 1877-1914</p> <p>Reading: The Gilded Age Reading: American Imperialism, 1870-1920</p> <p>Reading: Reform</p> <p>Reading: Populism: Peril or Promise? (Topical Essay)</p> <p>Reading: Progressive Action</p> <p>Assignments: The Gilded Age and the Progressive Era, 1877-1914 Reading Quizzes; Activity Chinese Immigration</p>

11	10/26	<p>WWI and the 1920s, 1914-1929</p> <p>Reading: America at War and Peace</p> <p>Reading: America Enters WWI, 1914-1918 (Topical Essay)</p> <p>Reading: The Jazz Age</p> <p>Reading: The Great Crash</p> <p>Assignments: WWI and the 1920s, 1914-1929 Reading Quizzes; Activity Propaganda, Discussion</p>
12	11/2	<p>The Great Depression, 1929-1941</p> <p>Reading: The Great Depression</p> <p>Reading: The First New Deal</p> <p>Reading: The First New Deal Reading: Visual Americanism: The Art of the New Deal (Topical Essay)</p> <p>Reading: The Second New Deal and the Road to War</p> <p>Assignments: The Great Depression, 1929-1941 Reading Quizzes, Activity Dorothea Lange and Roosevelt Letters, Discussion, Online Learning Pen Pal assignment</p>
13	11/9	<p>WWII and the Cold War, 1941-1972</p> <p>Reading: World War II</p> <p>Reading: World War II (Topical Essay)</p> <p>Reading: The Cold War Reading: Red Spies in America: Rise of the National Security State (Topical Essay)</p> <p>Reading: Vietnam</p> <p>Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes; Activity Japanese Internment and Reality of War on the Homefront, Project Draft of Composition</p>

14	11/16	Post-War America, 1945-1972 Reading: The Post-War Boom Reading: Racial Equality Reading: "The Color of America has Changed": The Long and Wide Civil Rights Movement (Topical Essay) Reading: Gender Equality Assignments: Post-War America, 1945-1972 Reading Quizzes, Discussion
No School	11/23	Thanksgiving Break
15	11/30	The Conservative Turn, 1972-2000 Reading: The Heritage Foundation, 1974 Reading: Conservatism and the Politics of Foreign Policy, 1972-1980 (Topical Essay) Reading: The Re-election of Ronald Reagan, 1984 Reading: New Taxes, 1990 Assignments: The Conservative Turn, 1972-2000 Reading Quizzes, Activity Rise of Incarceration and Rodney King
16	Note Final exam is due on a different day than usual	Final Project Due on Globalyceum, Thursday, 12/10 before 11:55 pm