

San José State University
College of Social Sciences/History
History 15, Essentials of American History, Sec. 3, 27707
Spring, 2020

Course and Contact Information

Instructor(s):	Dr. Mary Lynn Wilson
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Office Hours:	Mondays, Tuesdays, Wednesdays, and Thursdays 9:15-10:00
Class Days/Time:	Mondays and Wednesdays 10:30-11:45
Classroom:	Dudley Moorhead Hall 150
GE/SJSU Studies Category:	US1 and D2
Other Classes This Semester:	History 15—MW 10:30-11:45—DMH 150 History 100W—MW 12:00-1:15—DMH 354 History 20A—TTh 10:30-11:45—DMH 354 History 10B—TTh 12:00-1:15—DMH 354

Course Description

Treatment of essential U.S. history. Satisfies the American Institution requirement in U.S. history (US1) and the Core GE requirement in Social Studies, Comparative Systems, Cultures, and Environments (D2). GE Area D2 and American Institutions Requirement US1.

Course Format

- In-person, lecture format

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with Canvas, visit the following link: http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources

Course Goals

CG 1: Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of historical events and political processes that have shaped the social, economic, and political systems in which we live.

CG 2: Courses in American Institutions 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 courses 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.

CG 3: Social Science sources should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

GE Learning Outcomes (GELO)

GELO 1: To fulfill the requirements for U.S. History, students should be able to describe the principle events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginning of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

- a. The continent's earliest expansion; colonization; slavery; the American Revolution and the early Republic; territorial expansion, economic development; political reform and reaction; the Civil War and Reconstruction; foreign relations; wars and conflicts; religious, labor, and civil rights movements; feminism; environmentalism; and identity politics.
- b. Within the study of the subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

GELO 1 is satisfied by the two Essay Exams in which the students need to explain and interpret the importance of historical events in United States history; the Primary Source Projects in which small groups of students analyze three chapters of primary sources, answer questions associated with the sources; Pop Quizzes given every day to underscore the main point(s) each day; and the Research Paper in which each student chooses from a list of five controversial historical topics and argues one side.

GELO 2: Write at least 1500 words in a language and style appropriate to the discipline.

GELO 2 is satisfied by the Primary Source Projects in which small groups of students analyze three chapters of primary sources, answer questions associated with the sources in writing and the five-page Research Paper in which each student chooses from a list of five controversial historical topics and argues one side.

GELO 3: Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students should be able to:

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. 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; and

3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary issues.

GELO 3 is satisfied by the two Essay Exams in which students need to explain the dynamics of different ethnic, cultural, gender/sexual, class, regional, and national identities and discuss the similarities, differences, linkages, and interactions between them while using different points of view.

GELO 4: The student will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

GELO 4 is satisfied by the two Essay Exams in which students need to to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Course Learning Outcomes (CLO)

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

CLO 1: analyze and interpret primary and secondary sources. CLO 1 is satisfied by the Primary Source Group Projects and the Research Paper.

CLO 2: write a five-page essay with an arguable, historical thesis in university-level English. CLO 2 is satisfied by the Research Paper.

CLO 3: identify all 50 US states on a map. CLO 3 is satisfied by the 2 Exams.

CLO 4: explain in writing important events in US history and place those events in their historical, cultural, and social contexts. CLO 4 is satisfied by the 2 Essay Exams and the Research Paper.

Required Texts/Readings

Textbook

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. Eighth Edition. New York: McGraw Hill, 2015. (ISBN: 9780073513331) Required—An Earlier Edition is Fine!

Schaller, Michael, et al. *Reading American Horizons: Primary Sources for U.S. History in a Global Context. Volume 1: To 1877*. Third Edition. New York: Oxford University Press, 2017. (ISBN: 9780190698034) Required—An Earlier Edition is Fine!

Schaller, Michael, et al. *Reading American Horizons: Primary Sources for U.S. History in a Global Context. Volume 2: Since 1865*. Third Edition. New York: Oxford University Press, 2017. (ISBN: 9780190698041) Required—An Earlier Edition is Fine!

All books can be purchased at the SJSU Bookstore or online at Amazon or Barnes & Noble.

Other Readings

All other required and recommended reading other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good **dictionary** and **thesaurus** that you can use at home and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible online.

Library Liaison

Our library contact is Nyle Monday, Phone 408-808-2041 and Email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Quizzes:

Pop quizzes can be given randomly by the instructor at any time during the class period. The quizzes will be short answer and reflect assigned readings and lectures. The student must be present to take a quiz. Make-up quizzes will not be given unless the student has a doctor's note, a letter from a SJSU coach specifying an away game on the day of the quiz, a letter from an ROTC officer specifying military duty on the day of the quiz, or proof of jury duty on the day of the quiz.

Fulfills Goals/Outcomes: GELO 1.

Group Primary Source Projects:

Students will be placed in groups of 5 by the instructor. Each group will meet outside of class to complete three primary document assignments. Each group will be randomly assigned three chapters from the primary source books (*Reading American Horizons*). All group members should contribute equally to the finished products.

Format: The assignment should have one-inch margins all around and be in 12-point, Times New Roman font. The assignment should be double spaced on 8 ½ by 11 inch paper.

Content: From each assigned chapter, the group will choose three documents/visuals. The group should summarize each source and completely and thoughtfully answer each question associated with the chosen documents/visuals. The group should show that it has read, understood, and analyzed the chosen documents/visuals. The groups should also write at least a half a page on the following questions: 1. Why did the editors choose these documents/visuals? And 2. What do these documents/visuals collectively say about America during the particular time period that they represent?

Purpose: These assignments check that students understand how to read and analyze primary sources.

Grading: Superficial answers will receive a low grade. The more complete and thoughtful the answer, the better the grade will be. An "A" paper will include evidence from the document/visual to support why the group answered the questions the way that they did. The assignment should be university-level English. After the assignment is submitted, the students will individually decide how the points should be distributed among the group members. If some students contribute more and some less, the point distribution should reflect this.

Fulfills Goals/Outcomes: GELO 1, GELO 2, CLO 1.

Research Paper

Each student will write an individual research paper at least 5 pages long on one of the following topics:

1. Did racism or slavery come first in North America?
2. Is the Constitution a revolutionary or reactionary document?
3. Was slavery or states' rights the basis of the Civil War?
4. Was Reconstruction a success or a failure?
5. Did the US or USSR start the Cold War?

The assignments associated with the paper are a thesis assignment, a bibliography assignment, and the research paper.

Thesis for the Research Paper

Format: The assignment should have one-inch margins all around and be in 12-point, Times New Roman font. The assignment should be double spaced on 8 ½ by 11 inch paper.

Content: Write in one sentence the tentative thesis for your research paper. The thesis should be in bold. The thesis should be the answer to one of the above questions. For at least half a page, the Student should discuss why this topic was chosen above the other topics. The student should use complete sentences and write in university-level English.

Purpose: The purpose of this assignment is to check that the student is planning an analytical paper that makes an argument.

Grading: This assignment is graded on the appropriateness of the thesis statement and on the use of university-level English.

Fulfills Goals/Outcomes: GELO 1, GELO 2, CLO 2.

Bibliography for the Research Paper

Format: The assignment should have one-inch margins all around and be in 12-point, Times New Roman font. The assignment should be double spaced on 8 ½ by 11 inch paper.

Content: The student should find at least 2 primary sources (from the time period) and 3 secondary, scholarly, peer-reviewed sources on the paper topic chosen. These peer-reviewed sources should be scholarly books or journals. No newspapers or popular magazines will be allowed. The student should write an appropriate bibliographic citation for each source using MLA or APA or CMS.

Purpose: The purpose of the assignment is to check that the student is using appropriate primary and peer-reviewed sources in the paper.

Grading: This assignment is graded on the appropriateness of the sources, the amount of sources, and the correctness of the citation method.

Fulfills Goals/Outcomes: CLO 2

Paper

Format: The assignment should have one-inch margins all around and be in 12-point, Times New Roman font. The assignment should be double spaced on 8 ½ by 11 inch paper. The paper should be at least 5 pages of text long. The paper should be on one of the above listed topics and thesis driven. It needs to take a side and argue. The introduction should be no longer than a half a page long, and the thesis statement should be the last sentence of the introduction. Each paragraph should begin with a topic sentence. Each paragraph needs evidence to support the topic sentence and analysis to interpret and argue the topic sentence. The conclusion should be no more than a half a page and summarize the paper.

Content: This is the final draft of your research paper.

Purpose: This assignment shows that the student can interpret and analyze primary and secondary sources that have alternative interpretations of historical events.

Grading: The paper will be graded on the criteria posted on the course's Canvas page under Standards for the Research Paper.

Fulfills Goals/Outcomes: GELO 1, GELO 2, CLO 1, CLO 2.

Exams:

Content:

The two exams consist of essay questions and map identification. The essay questions are based on the reading in *American Horizons* and the lectures in the class. The map will be announced in class at least two weeks before the exams. At least two weeks before the exam, 15-25 possible essay questions will be posted on the course's Canvas page. This is the pool of questions that might appear on the exam. There will be at least 4 different exams in the room during the day of the exam. Students will be randomly given one of the exams, so that the person in front, behind, and on the sides of each student has a different exam.

Notes for the Exam:

Students are allowed both sides of a hand-written 8 1/2 x 11 inch piece of paper to use as notes for each exam. These notes must be submitted with the exam. The student will not be allowed to keep these notes. These notes must be hand written and not typed or copied. Points will be deducted for typed or copied notes. The study questions will be available on Canvas at least two weeks before each exam.

Day of the Exam:

Each student is allowed to have on his/her desk the following: one page of hand-written notes, a pencil or pen, an eraser, and a drink. No bathroom breaks will be allowed during the exam. Please go to the bathroom before you arrive for the exam. If you go to the bathroom during the exam, you need to turn in your exam and not write on it any more. The student is not allowed any books, papers, backpacks, electronic equipment, or ear phones/buds during the exam. These items must be either under the student's seat or against the wall in the front of the room.

After the Test:

The exams will not be returned to the students after grading. All students are allowed to visit and view their exam in my office. No photos may be taken of the exams.

Grading:

The essay exam questions will be graded on the student's ability to analyze and synthesize information from the lectures and the textbook. The exams will be graded on the following criteria. An 'A' answer will not only give the factual information but also be able to discuss the implications of the facts presented. A 'B' answer will be able to express all facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A 'C' answer will explain the majority of the facts but will leave out one or two ideas. A 'D' answer will explain a few facts but leave out key, important ideas. A 'F' answer will miss the point of the question or only have a minimal understanding of the facts involved.

Fulfills Goals/Outcomes: GELO 1, GELO 3, GELO 4, CLO 3, CLO 4.

Final Examination or Evaluation

The final exam will be Exam 2 of the two exams in the class, which are discussed above. The final exam will be given on our final exam day in our classroom.

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>981 to 1000</i>	<i>98 to 100%</i>
<i>A</i>	<i>921 to 980</i>	<i>92 to 98%</i>
<i>A minus</i>	<i>900 to 921</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>881 to 899</i>	<i>88 to 89 %</i>
<i>B</i>	<i>821 to 880</i>	<i>82 to 88%</i>
<i>B minus</i>	<i>800 to 820</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>781 to 799</i>	<i>78 to 79%</i>
<i>C</i>	<i>721 to 780</i>	<i>72 to 78%</i>
<i>C minus</i>	<i>700 to 720</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>681 to 699</i>	<i>68 to 69%</i>
<i>D</i>	<i>621 to 680</i>	<i>62 to 68%</i>
<i>D minus</i>	<i>600 to 620</i>	<i>60 to 62%</i>

Assignment	Percentage	Points
Quizzes	20%	200
Midterm	20%	200
Final	22.5%	225
Group Primary Document Projects Project 1 (Chapters 1-10)—50 points Project 2 (Chapters 11-20)—50 points Project 3 (Chapters 21-31)—50 points	15%	150
Research Paper Thesis—25 Points Bibliography—25 Points Final Draft—150 Points	22.5%	225
Total	100%	1000 Points

Possible Extra Credit:

Students may earn up to 20 points extra credit. They can earn 5 points each for completing the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Sources, and Assignment Calendar. The student needs to submit proof of completion of each tutorial no later than one week after the midterm.

Submission of Papers:

All final drafts of papers must be submitted in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and an electronic copy will result in a zero for the paper.

Late Assignments:

Assignments should be submitted in class in person and on time. Assignments are due when class starts. Any assignments submitted later than 15 minutes after class starts will be considered late. For every 24 hours an assignment is late, 10% of the grade will be deducted. After 7 days, the assignment will no longer be accepted. If, for some reason, a student is unable to attend class, the student should email the assignment to a fellow student and have that student print and submit the assignment.

Grading Assignments:

Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determinations of their course scores, I will make every attempt to get assignments back within two or three weeks. If the grading will take longer than that, I will let the students know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Classroom Protocol

Below are hints for Academic Success:

1. **Attend Every Class**—Making school your priority will help ensure your success. Every time that you miss class, you not only miss important content, but you also waste your money.
2. **Learn from Your Mistakes and the Mistakes of Others**—If your papers are marked with the same continual mistake, take the initiative and find out what you are doing wrong and learn how you can fix it. Your instructor is always happy to help students who want to learn and improve. One days when the class has student presentations, pay attention and learn from other students' strong points and mistakes. This way, you will know what works and what doesn't work in different communication environments.
3. **Be Courteous to Other Students**—If you are using your computer, tablet, or phone and you are not taking notes, please don't distract other students by watching movies, pornography, sporting events, music videos, or games. The graphics, colors, and movement are distracting to those sitting behind you who can see your screen. Even if you don't want to pay attention, please do not distract others.
4. **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask inform questions. Most people learn best if they read information, then they hear the information, and then they do something, like take notes, with the information. Do yourself a favor and read the assigned reading.
5. **Submit your Assignments on Time**—A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work that you submit late or not at all, the more likely you are not to pass the class.
6. **Don't Suffer Silently**—If you are having problems with an assignment, a reading assignment, a presentation, or another student, please discuss this with the instructor as soon as possible. Don't wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.
7. **Be in the Moment**—Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed, or checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

History 15, Sec. 3 / Essentials of American History, Spring 2020

Course Schedule

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and under Canvas announcements of any changes.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon 1/27	Introduction to Class Lecture: Pre-Contact and Contact Reading: <i>Unfinished Nation</i> , Chapter 1
1	Wed 1/29	Lecture: Pre-Contact and Contact Reading: <i>Unfinished Nation</i> , Chapter 2
2	Mon 2/3	Lecture: Colonial North America Reading: <i>Unfinished Nation</i> , Chapter 3
2	Wed 2/5	Lecture: Colonial North America Reading: <i>Unfinished Nation</i> , Chapter 4
3	Mon 2/10	Lecture: Revolution Reading: <i>Unfinished Nation</i> , Chapter 5
3	Wed 2/12	Lecture: Revolution Reading: <i>Unfinished Nation</i> , Chapter 6
4	Mon 2/17	Lecture: Revolution Reading: <i>Unfinished Nation</i> , Chapter 7
4	Wed 2/19	Lecture: Foundation of the Nation Reading: <i>Unfinished Nation</i> , Chapter 8 Bibliography and Thesis for Individual Paper Due
5	Mon	Lecture: Foundation of the Nation

Week	Date	Topics, Readings, Assignments, Deadlines
	2/24	Reading: <i>Unfinished Nation</i> , Chapter 9
5	Wed 2/26	Lecture: Building of the Nation Reading: <i>Unfinished Nation</i> , Chapter 10
6	Mon 3/2	Lecture: Building of the Nation Reading: <i>Unfinished Nation</i> , Chapter 11 Group Primary Source Paper 1 Due
6	Wed 3/4	Lecture: Civil War Reading: <i>Unfinished Nation</i> , Chapter 12
7	Mon 3/9	Lecture: Civil War Reading: <i>Unfinished Nation</i> , Chapter 13
7	Wed 3/11	Lecture: Civil War Reading: <i>Unfinished Nation</i> , Chapter 14
8	Mon 3/16	Midterm Exam
8	Wed 3/18	Lecture: Reconstruction Reading: <i>Unfinished Nation</i> , Chapter 15
9	Mon 3/23	Lecture: Reconstruction Reading: <i>Unfinished Nation</i> , Chapter 16
9	Wed 3/25	Lecture: Reconstruction Reading: <i>Unfinished Nation</i> , Chapter 17
		SPRING BREAK
10	Mon 4/6	Lecture: Imperialism Reading: <i>Unfinished Nation</i> , Chapter 18
10	Wed 4/8	Lecture: Imperialism Reading: <i>Unfinished Nation</i> , Chapter 19
11	Mon 4/13	Lecture: Progressivism Reading: <i>Unfinished Nation</i> , Chapter 20
11	Wed 4/15	Lecture: Progressivism Reading: <i>Unfinished Nation</i> , Chapter 21 Group Primary Source Paper 2 Due

Week	Date	Topics, Readings, Assignments, Deadlines
12	Mon 4/20	Lecture: World Wars Reading: <i>Unfinished Nation</i> , Chapter 22
12	Wed 4/22	Lecture: World Wars Reading: <i>Unfinished Nation</i> , Chapter 23
13	Mon 4/27	Lecture: World Wars Reading: <i>Unfinished Nation</i> , Chapter 24
13	Wed 4/29	Lecture: World Wars Reading: <i>Unfinished Nation</i> , Chapter 25
14	Mon 5/4	Lecture: Cold War Reading: <i>Unfinished Nation</i> , Chapter 26
14	Wed 5/6	Lecture: Cold War Reading: <i>Unfinished Nation</i> , Chapter 27
15	Mon 5/11	Lecture: Civil Rights Reading: <i>Unfinished Nation</i> , Chapter 28 Group Primary Source Paper 3 Due Individual Paper Due
Final Exam	Fri 5/15	Venue and Time Final is Friday, May 15 at 9:45-Noon in our Classroom