

San José State University
Department of History
Hist 170S.01, Topics in American History: American Identities and
Institutions

Course Code 49034

Fall 2020

Instructor:	Dr. Patricia Evridge Hill (for a brief biography, see www.sjsu.edu/history/faculty/patricia_evridge_hill/index.html)
Office Location:	BT 558 Note: I will not be on campus during the F20 semester
Telephone:	(408) 924-5755
Email:	Patricia.Hill@sjsu.edu
Office Hours:	Immediately following Tues. Zoom sessions, via email, or by telephone appointment
Class Days/Time:	Tues. & Thurs. noon-1:15 pm
Classroom:	On line
Prerequisites:	Upper division standing, Core GE completed, and WST passed. 100W as prerequisite or co-requisite is strongly recommended.
GE/SJSU Studies Category:	American Institutions US History (US1) and SJSU Studies Area S

Course Format and MYSJSU Messaging

This course will be presented in a hybrid format during which the instructor will lecture via Zoom sessions most Tuesdays. Reading assignments and historical “Activity” assignments will be completed online at students’ convenience subject to deadlines, and the essay providing an analysis of two historical novels will be completed during time designated for individual reading and writing and submitted by the deadline via email as a Word attachment.

I will not use Canvas to organize this course because its primary text is Globalyceum American History, an online customizable textbook that is accessed through a subscription. Globalyceum contains its own course management system making Canvas redundant. Go to www.globalyceum.com, register, and subscribe to this course with the following Unique Section Number: HU4E8T29 (this number is case sensitive). The cost of the subscription is payable to Globalyceum as you would purchase a textbook.

Make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome and Firefox. If you have any technical problems during the term, please contact support@globalyceum.com. You can copy me on the email, but your first contact should be with Globalyceum.

Course materials such as the syllabus, handouts, assignment instructions, etc. can be found on Globalyceum once you have subscribed to the course. The payment grace period for the fall semester is 14 days from the first day of the semester. In addition, you are responsible for checking regularly with the messaging system through MySJSU at <http://one.sjsu.edu> to learn of any updates.

Course Description

Catalog description: 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.

American Institutions US History (US1) Learning Outcomes

To fulfill the requirements for US History, students should be able to 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 should be asked to analyze certain subtopics, including:

- a. the continent's earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor, and civil rights movements, feminism, environmental and identity politics; and
- b. within the study of these 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.

SJSU Studies Area S Learning Outcomes

After completing this GE course successfully, students will be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality,
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US,
3. describe social actions that have led to greater equality and social justice in the US (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age), and
4. recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the US.

Required Texts/Readings

The primary text for this course is Globalyceum American History, an online customizable textbook that is accessed through a subscription. Go to www.globalyceum.com, register, and subscribe to this course with the following Unique Section Number: HU4E8T29 (this number is case sensitive). The cost of the subscription is payable to Globalyceum.

Make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome and Firefox. If you have any technical problems during the term, please contact support@globalyceum.com. You can copy me on the email, but your first contact should be with Globalyceum.

Course materials such as the syllabus, handouts, assignment instructions, etc. can be found on Globalyceum once you have subscribed to the course. The payment grace period for the fall semester is 14 days from the first day of the semester. In addition to Globalyceum, two historical novels are required for this course. Each costs less than \$20 when new. Used versions can be bought for as little as \$5. The novels can be purchased from the SJSU Bookstore, ordered from a neighborhood bookstore, or ordered online using the following citations:

Bell, Thomas. *Out of This Furnace: A Novel of Immigrant Labor in America*. Pittsburgh: University of Pittsburgh Press, 1976. ISBN 9780822952732

Yeziarska, Anzia. *Bread Givers: A Struggle between a Father of the Old World and a Daughter of the New*, 3rd ed. New York: Norton/Persea, 2003. ISBN 9780892552900

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 3 hours per unit per week) for instruction or 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.

Hist 170S.01 students will be asked to complete:

1) **10 historical “Activity” assignments**—worth 20 points—through which they demonstrate mastery of learning outcome 1 described above.

Students can select from more than 30 historical “Activities” from Globalyceum with due dates spread throughout the semester based on the time period associated with that “Activity” (see calendar below). In addition to the 10 required “Activity” assignments, students can submit up to 5 additional “Activity” responses to earn a maximum of 10 extra credit points.

2) **a midterm examination to be submitted as an email attachment on Sept. 29** that includes paragraph and essay responses—worth 25 points—in which students demonstrate mastery of learning outcomes 2 and 3 above.

I will provide substantive feedback on midterm examinations addressing the quality and form of students’ writing and evaluating the rigor of students’ analyses. Students may use hand-written or printed lecture and reading notes.

3) **an approximately 7-page, typed, analytical essay due as an email attachment on Dec. 3** on the historical novels required for this course—worth 30 points—in which students demonstrate mastery of learning outcomes 1 and 4 described above. I will provide a handout explaining the topic and format of the essay on historical novels on or before the **Oct. 6** class session. 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.

4) **a final examination to be submitted as an email attachment on Dec. 10** that includes paragraph and essay responses—worth 25 points—in which students demonstrate mastery of learning outcomes 2 and 3 above. Students may use hand-written or printed lecture and reading notes.

Grading Information

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C minus not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V is required of all students.

The grading scale (in points) for this course will be:

90-2=A minus	80-2= B minus	70-2=C minus	60-2=D minus
93-6=A	83-6=B	73-6=C	63-6=D
97-100=A plus	87-9=B plus	77-9=C plus	67-9=D plus

A student with a semester total below 60 points will fail the course.

SJSU mandates that a grade of Incomplete be granted only when a student has completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

Zoom Session Protocol

This course considers 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 conduct themselves in a civil and respectful manner.

I will not record and post lectures. You should not record them either since, according to University Policy S12-7, recording requires the permission of each individual involved in a class, and I will not provide that permission. Plan to attend the lecture sessions. Initially, I'll ask you to turn on your cameras so that we may greet each other. Afterward, you may turn your cameras off and relax during the lectures. Mute yourself during the lectures to reduce background noise. You will be able to unmute yourself and ask questions at the end of the sessions.

Much of this is new to many of us (myself included). At the risk of stating what is already obvious to some and will soon become obvious to all:

Be Mindful of Background Noise and Distractions

Avoid setups where people may be walking behind you, talking, practicing the tuba, etc.

Position Your Camera Properly

Be sure it is in a stable position at eye level—too high and we will be distracted by the cute dog, cat, or baby in your lap and learn too much about your at-home/on line attire; too low and we will learn too much about your nose.

Avoid Multitasking to Limit Distractions

It will be easier to focus on the lecture if you turn off notifications, close or minimize running apps, and put your phone away (unless you are using it to access Zoom).

Use Appropriate Real and Virtual Backgrounds

Note carefully what is behind you or within view of your camera. A home setup or public space does not need to mimic an office, but it should not include items that a professional audience would find offensive nor should it display items that demean others. If using a virtual background, it should be professional and should neither suggest nor include content that is objectively offensive or demeaning.

Technology Requirements

Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and microphone. SJSU has a free equipment loan program for students. See <https://www.sjsu.edu/learnanywhere/how-tos/access-hardware.php>

Students are responsible for ensuring that they have access to reliable Wi-Fi. See the Learn Anywhere web site for current Wi-Fi options: <https://www.sjsu.edu/learnanywhere>

University Policies

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

Hist 170S.01/Topics in American History: American Identities and Institutions

Fall 2020 Course Schedule

This schedule is subject to change with fair notice via Zoom announcement or email. Reading assignments should be completed by the end of the week with which they appear on the calendar below.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 20	Introduction (Zoom session Aug. 20) READ: Globalyceum Essays: “Introduction: Europe and the Americas, 1450-1607” “Why Cross the Atlantic?” “Initial Encounters” “Indigenous Cultures”
2	Aug. 25 & 27	Identities & Conflict LECTURE: (Zoom session Aug. 25) Women in Colonial America READ: Globalyceum Essays: “Introduction: Colonial America, 1607-1750” “Cataclysmic Population Changes: ‘Red, Black, and White’” “The Rapid Rise of New Economies and Societies” “Gentility and Revivalism” “The Kaleidoscope of Colonial Governments”
3	Sept. 1 & 3	Institutions & Rights LECTURE: (Zoom session Sept. 1) Who Becomes an American? READ: Globalyceum Essays: “Introduction: The American Revolution and Constitution, 1750-1790” “A Mighty Empire!” “The Patriots” “A Civil War” “The Revolution in the West, 1776-1783” “A Brief History of the Emergence of the American Constitution”
4	Sept. 8 & 10	Identities & Citizenship LECTURE: (Zoom session Sept. 8) Images of Early America READ: Globalyceum Essays: “Introduction: The Early American Republic, 1790-1815” “What then is the American, this new man?” “The New Rome, 1790-1815” The US and the ‘Foreign World’” “Filling Up the Canvas of America”

5	Sept. 15 & 17	<p>Beyond North & South?</p> <p>LECTURE: (Zoom session Sept. 15) Women and Men on the Overland Trail, 1840s-1870s</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: The West, 1815-1860”</p> <p>“Many American Revolutions”</p> <p>“Worlds in Motion”</p> <p>“Empires, Nations, and Theocracies”</p> <p>“Blood and Soil: The US-Mexico War, 1846-1848”</p>
6	Sept. 22 & 24	<p>Institutions Rescued or Remade?</p> <p>LECTURE: (Zoom session Sept. 22) Civil War Legacies</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: Civil War and Reconstruction, 1860-1877”</p> <p>“The Civil War”</p> <p>“Reconstruction”</p> <p>“Two Years that Changed America”</p> <p>“Consolidation”</p>
7	Sept. 29 & Oct. 1	<p>Midterm Exam due via email to Patricia.Hill@sjsu.edu as a Word attachment by 1:30 pm on Sept. 29</p> <p>“Activities” from Weeks 2-6 due via Globalyceum by 11:55 pm on Oct. 1</p>
8	Oct. 6 & 8	<p>Collective Identities & Reformed Institutions I</p> <p>LECTURE: (Zoom session Oct. 6) Progressive Inclinations: Altruism and/or Social Control?</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: The Gilded Age and Progressive Era, 1877-1914”</p> <p>“The Gilded Age”</p> <p>“American Imperialism, 1870-1920”</p> <p>“Reform”</p> <p>“Populism: Peril or Promise?”</p> <p>“Progressive Action”</p> <p>“The Great Migration”</p>
9	Oct. 13 & 15	<p>Collective Identities & Reformed Institutions II</p> <p>LECTURE: (Zoom session Oct. 13) Women’s Suffrage, 1848-1920</p> <p>READ: Yeziarska, <i>Bread Givers</i></p>
10	Oct. 20 & 22	<p>New Identities/Becoming Americans</p> <p>LECTURE: (Zoom session Oct. 20) Affluence and Anxiety in the 1920s</p> <p>READ: Globalyceum Essays:</p> <p>“World War I and the 1920s, 1914-1929”</p> <p>“America at War and Peace”</p> <p>“America Enters WWI, 1914-1916”</p> <p>“World War I: A Military History”</p> <p>“The Jazz Age”</p> <p>“The Great Crash”</p>

11	Oct. 27 & 29	<p>Institutions Respond to Crisis I</p> <p>LECTURE: (Zoom session Oct. 27) Women and the New Deal</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: The Great Depression, 1920-1941”</p> <p>“The Great Depression”</p> <p>“The First New Deal”</p> <p>“Visual Americanism: The Art of the New Deal”</p> <p>“The Second New Deal and the Road to War”</p>
12	Nov. 3 & 5	<p>Institutions Respond to Crisis II</p> <p>NO LECTURE OR ZOOM SESSION THIS WEEK—VOTE IF YOU ARE ELIGIBLE!</p> <p>READ: Bell, <i>Out of This Furnace</i></p> <p>“Activities” from Weeks 8-11 due via Globalyceum by 11:55 pm on Nov. 5</p>
13	Nov. 10 & 12	<p>“US” and “Them”</p> <p>LECTURE: (Zoom session Nov. 10) World War II at Home</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: World War II and the Cold War, 1941-1972</p> <p>“World War II”</p> <p>“The History of WWII in its Great Battles”</p> <p>“The Cold War”</p> <p>“Red Spies in America: Rise of the National Security State”</p> <p>“Vietnam”</p> <p>“Vietnam and the 1960s”</p>
14	Nov. 17 & 19	<p>Boom Time Identities & Calls for Equality</p> <p>LECTURE: (Zoom session Nov. 17) Feminism in the 1960s and 1970s: “It Took a Movement”</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: Post-War America, 1945-1972”</p> <p>“The Post-War Boom”</p> <p>“Racial Equality”</p> <p>“The Color of America Has Changed”</p> <p>“Gender Equality”</p>
15	Dec. 1 & 3	<p>Institutional Stress & Challenges to American Hegemony</p> <p>LECTURE: (Zoom session Dec. 1) Concluding Thoughts</p> <p>READ: Globalyceum Essays:</p> <p>“Introduction: The Changing American Economy, 1972-present”</p> <p>“Deindustrialization and the Rise of the Service Economy”</p> <p>“Gay and Lesbian History, 1945-present”</p> <p>“The Effect of Automation and Globalization”</p> <p>“The Financialization of the American Economy”</p> <p>Essays on Historical Novels due via email to Patricia.Hill@sjsu.edu as a Word attachment by 11:55 pm on Dec. 3</p> <p>“Activities” from Weeks 12-15 due via Globalyceum by 11:55 pm on Dec. 7</p>
Final Exam	Dec. 10 (Thurs.)	<p>Final Exam due via email to Patricia.Hill@sjsu.edu as a Word attachment by noon on Dec. 10</p>

