

**San José State University
College of Social Sciences/History Department
History 20A, Sec. 1, 27717, Spring 2020**

Course and Contact Information

Instructor: Dr. Mary Lynn Wilson
Office Location: Dudley Moorhead Hall 237B
Telephone: 408-924-5509
Email: mary.wilson@sjsu.edu
Office Hours: Mondays, Tuesday, Wednesday, Thursdays 9:15-10:00
Class Days/Time: Tuesdays and Thursdays 10:30-11:45
Classroom: Dudley Moorhead Hall 354
GE/SJSU Studies Category: US1
My 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

American history survey of continuity and change in society, culture, institutions and environment. Emergence of modern society and world power status.

Course Format

- In-person and 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](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <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)

Courses in American Institutions should meet one or more of the following requirements: US History, US Constitution, and California Government. Students enrolled in these courses should be exposed to alternative

interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

CG 1: 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 relationships.

CG 2: Focus on 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.

GE Learning Outcomes (GELO)

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

1. To fulfil 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 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.

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 two chapters of primary sources, answer questions associated with the sources, and select which two sources for each chapter reflect the chapter best; Pop Quizzes given every day to underscore the main point(s) each day; and the Research Paper in which each student chooses a chapter from the Major Problems books and develops and writes a paper.

Course Learning Outcomes (CLO)

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

1. Read and interpret primary sources. The student will complete this learning outcome with the Primary Source Projects.
2. Organize, develop, and complete all parts of an essay including thesis statement, bibliography, outline, and final paper. The student will complete this learning outcome with the Research Paper.
3. Work effectively in a group to complete the oral and written projects. The student will complete this learning outcome with the Primary Source Projects.
4. Identify all 50 US states on a map. The student will complete this learning outcome with the Midterm and Final essay exams.

Mary Wilson 1/16/2020 3:27 PM
Comment [1]:

Required Texts/Readings

Textbooks

Michael Schaller, Robert Schulzinger, et al. *American Horizons: U.S. History in a Global Context, Concise, Volume 1: To 1877*. Oxford University Press 2013. (ISBN: 978-0-19-974015-4) (Required—An older version is fine.)

Richard Brown and Benjamin Carp. *Major Problems in the Era of the American Revolution, 1760-1791*. Third Edition. Wadsworth Cengage Learning 2014. (ISBN: 978-0-495-91332-0) (Required—An older version is fine.)

Thomas Holt and Elsa Barkley Brown. *Major Problems in African-American History, Volume 1: From Slavery to Freedom, 1619-1877*. Wadsworth Cengage Learning 2000. (ISBN: 978-0-669-24991-0) (Required—An older version is fine.)

All books can be purchased at the SJSU Bookstore or online at Amazon or Barnes and 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

Primary Source Group Projects:

This is a group project. The class will be divided into 5 groups of approximately 5 students each. This is an oral and written project. For the first half of the course, each group will choose a chapter from *Major Problems in the Era of the American Revolution*. For the second half of the course, each student will choose a chapter

from *Major Problems in African-American History, Vol 1*. Each group will choose 2 sources from the appropriate chapters in the primary source books. The sources selected should be the sources that best represent the time period and main ideas in the chapter.

Format and Content:

Written Paper: This assignment must have one-inch margins all around and be in 12-point Times New Roman font. This assignment should be double spaced on 8 1/2 by 11 paper. The students should give a short summary of the main ideas of the chapter and explain why they chose these sources and not the others for the chapter. How do these sources epitomize this time period and the main ideas of the chapter? Why are they better than the other sources in the chapter. The students need to clearly explain their reasoning.

Oral Presentation:

The students will give a 10-minute oral presentation to the class about their chapter and sources. They should stand at the front of the room and present their findings. All students in the group should speak. The group should summarize the chapter, summarize all the sources in the chapter, and explain why they chose the two sources that they chose and not the other sources in the chapter.

Critique:

The group will critique the group that came before it. The first group to present will critique the last group. The group will have read the chapter and have chosen 2 sources that best represent the chapter they are critiquing. The group will say if they agree or disagree with the presenting group's sources and why. If they disagree, the group needs to present their own choices and why they are better. If the group agrees with the presenting group's sources, the group needs to articulate why they agree and why they did not choose the other sources in the chapter. This should take no more than 5 minutes.

Grading: The oral, written, and critique portions of the project are graded separately and are graded on the completeness of the answers, understanding of the primary sources, and critical thinking skills. The group needs to show a deep understanding of the time period and the chosen sources. The written portion will also be graded on grammar, clarity, and the ability to write in university-level English. After the assignment has been submitted, the group should decide as individuals how the points should be distributed among the members of the group. If some students contribute more, they should receive more points. If some students contribute less, they should receive less points.

Fulfills Goals/Outcomes: GELO 1, CLO 1, and CLO 3

Paper:

Each student will write a 5-7-page paper. This paper is worth 100 points. In addition to the final paper, this assignment includes a thesis statement worth 25 points and an outline worth 75 points. **All written assignments are due within the first 15 minutes of class.** After the first 15 minutes of class, the paper assignments will be considered late.

This paper must have an arguable thesis presented in the last sentence of the first paragraph of the paper. The paper should use reflect one of the problems in either *Problems in the Era of the American Revolution* or *Major Problems in African-American History, Vol. 1*, or both. The student should choose a chapter from one of the Major Problems books, read the two essays by scholars in the chosen chapter and then pick a side to argue.

Thesis Assignment

Format: This assignment must have one-inch margins all around and be in 12-point, Times New Roman font. This assignment should be double spaced on 8 1/2 inch by 11 inch paper.

Content: Write in one sentence the tentative thesis for your Paper. Write your tentative thesis in bold. Then write a little over ½ a page either what you think you will be writing about in your paper or why you chose this thesis. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This assignment should be at least a half page in length.

Purpose: The purpose of this assignment is to check that you are planning an analytical paper and to help you to refocus your paper if needed.

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

Fulfills Goals/Outcomes: CLO 2

Outline Assignment

Format: This assignment must have one-inch margins all around and be in 12-point, Times New Roman font. This assignment should be double spaced on 8 1/2 inch by 11 inch paper. The assignment should be approximately 3 to 4 pages long.

Content: Write an extensive outline for your Paper. You should include the thesis statement at the top of the first page. Each body paragraph should be outlined with a topic sentence and bullets points stating the cited evidence to support the topic sentence. After the evidence, the student you bullet point the analysis that ties the evidence to the topic sentence and the thesis. This is not a draft. Do not write in complete paragraphs or sentences. Proofread the outline at least once before you submit it for a grade.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: The outline is graded on the completeness of the outline including an arguable thesis, if the topic sentence supports the thesis, if the evidence supports the topic sentence, and if the analysis explains and/or interprets the evidence to show how the evidence supports the topic sentence and the thesis. The outline should be in university-level English.

Fulfills Goals/Outcomes: CLO 1 and CLO 2

Final Draft of Paper

Format and Content: This assignment must have one-inch margins all around and be in 12-point Times New Roman font. The assignment should be on 8 1/2 x 11 inch paper. The Paper should be at least 5 pages of text long. The paper should use the primary and secondary sources in Major Problems in the Era of the American Revolution or Major Problems in African-American History, Vol. 1. You can use both books if you wish. These primary and secondary sources must be cited appropriately in your paper when you use them. You can cite in MLA, APA or CMS format. The introduction should be no more than one-half of a page long with the thesis being the last sentence of the introduction. Each body paragraph should have a topic sentence as the first sentence. The evidence and analysis in each paragraph should support the topic sentence of that paragraph. The last paragraph of the paper should be no more than half a page long and summarize the content of the paper.

Purpose: This assignment shows that the student can interpret and analyze primary and secondary sources that have alternative interpretations of historical events. This assignment also shows that the student can write in university-level English.

Grading: The paper will be graded on the criteria posted on our course's Canvas page.

Fulfills Goals/Standards: CG 1, CG 2, GELO 1, CLO 1, and 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: CG 1, CG 2, GELO 1, and 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

<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 of Grade	Points
Quizzes	20%	200
Midterm	22.5%	225
Final Exam	22.5%	225
Group Primary Source Project 1 Written (25 points) Oral (25 points) Critique (25 points)	7.5%	75
Group Primary Source Project 2 Written (25 points) Oral (25 points) Critique (25 points)	7.5%	75
Individual Paper Thesis (25 points) Outline (75 points) Paper (100 points)	20%	200
Total	100%	1000

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 day 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 During Their Presentations**—You want people to listen to you when you speak. You need to listen to others when they speak. Do not read the newspaper, our textbook or other textbooks, or anything else during presentations. Do not play with your smart watch, phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?
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 informed 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 want

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 20A / The History of the America People,
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	Thur 1/23	Lecture: Introduction to the Class and The World before Western Exploration and Why Europeans Began to Explore Reading: <i>American Horizons</i> , Chapter 1
2	Tues 1/28	Lecture: Why Europeans Began to Explore and Colonize/The Colonies in North America Reading: <i>American Horizons</i> , Chapter 2 <i>African-American History</i> , Chapter 2 <i>American Revolution</i> , Chapter 2
2	Thur 1/30	Lecture: The Colonies in North America
3	Tues 2/4	Lecture: The Colonies in North America

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading: <i>American Horizons</i> , Chapter 3 <i>African-American History</i> , Chapter 3 <i>American Revolution</i> , Chapter 3
3	Thur 2/6	Lecture: The Colonies in North America
4	Tues 2/11	Lecture: Emerging Problems with Great Britain/The French and Indian War and Other Problems <i>American Horizons</i> , Chapter 4 <i>African-American History</i> , Chapter 4 <i>American Revolution</i> , Chapters 4 and 5
4	Thur 2/13	Lecture: Emerging Problems with Great Britain/The French and Indian War
5	Tues 2/18	Lecture: The French and Indian War/Ideas about Government <i>American Horizons</i> , Chapter 5 <i>African-American History</i> , Chapter 5 <i>American Revolution</i> , Chapters 6 and 7
5	Thur 2/20	Lecture: The French and Indian War/Ideas about Government
6	Tues 2/25	Lecture: The Revolution <i>American Horizons</i> , Chapter 6 <i>American Revolution</i> , Chapters 8 and 9
6	Thur 2/27	Lecture: The Revolution
7	Tues 3/3	Group Project 1 Due: Oral Presentations, Critiques, and Group Papers— Tuesday, March 3 Reading: <i>American Horizons</i> , Chapter 7 <i>American Revolution</i> , Chapter 10
7	Thur 3/5	Exam 1 on Thursday, March 5
8	Tues 3/10	Lecture: The Post Revolution/The Constitution and Problems Reading: <i>American Horizons</i> , Chapter 8 <i>American Revolution</i> , Chapter 11
8	Thur 3/12	Lecture: The Post Revolution/The Constitution and Problems Thesis for Paper Due on Thursday, March 12
9	Tues 3/17	Lecture: The Constitution and Problems/Jacksonian America Reading:

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>American Horizons</i> , Chapter 9 <i>American Revolution</i> , Chapter 12
9	Thur 3/19	Lecture: The Constitution and Problems/Jacksonian America
10	Tues 3/24	Lecture: Jacksonian America/Slavery Reading: <i>American Horizons</i> , Chapter 10 <i>African-American History</i> , Chapter 6
10	Thur 3/26	Lecture: Jacksonian American/Slavery
		SPRING BREAK
11	Tues 4/7	Lecture: Slavery/The West Reading: <i>American Horizons</i> , Chapter 11
11	Thur 4/9	Lecture: Slavery/The West Outline for the Paper due on Thursday, April 9
12	Tues 4/14	Lecture: The West/The Differences between the North and the South Reading: <i>American Horizons</i> , Chapter 12 <i>African-American History</i> , Chapter 7
12	Thur 4/16	Lecture: The West/The Differences between the North and the South
13	Tues 4/21	Lecture: The Unreconcilable Problems Reading: <i>American Horizons</i> , Chapter 13 <i>African-American History</i> , Chapter 8
13	Thur 4/23	Lecture: The Unreconcilable Problems
14	Tues 4/28	Lecture: The Civil War Reading: <i>American Horizons</i> , Chapter 14 <i>African-American History</i> , Chapter 9
14	Thur 4/30	Lecture: The Civil War
15	Tues 5/5	Lecture: Reconstruction Reading: <i>American Horizons</i> , Chapter 15 <i>African-American History</i> , Chapter 10

Week	Date	Topics, Readings, Assignments, Deadlines
15	Thur 5/7	Group Project 2 Due—Oral Presentations, Critiques, and Group Papers— Thursday, May 7 Individual Paper Due Thursday, May 7
Final Exam	Mon 5/18	Venue and Time Monday, May 18, at 9:45-Noon in our classroom