

# San Jose State University

## College of Social Science/History

### HIST-20B Sec 80 - History of Amer People



#### Course and Contact Information

Instructor:	Laura Guardino
Office Location:	DMH 321
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Email:	Laura.guardino@sjsu.edu
Office Hours:	Monday 2-3 pm by phone or video conferencing.
Class Days/Time:	ONLINE
Classroom:	<a href="http://my.sjsu.edu/">http://my.sjsu.edu/</a>
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.

## **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.

## **Technology Intensive, Hybrid, and Online Courses**

This course is delivered online through Canvas (<http://www.sjsu.edu/at/ec/canvas/index.html>). Success in the course requires active participation by logging in multiple times a week for updates, to complete assignments, complete activities, review lectures and participate in discussions. You should ideally set aside a minimum of 5- 8 hours per week for this course, although depending on your level of comfort and experience with history and technology, it may be longer. Check out What Makes a Successful Online Student? at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp>

You will be required to purchase a digital learning resource, access Canvas multiple times a week, and use video conferencing software. Many assignments will be submitted through our digital learning resource, Globalyceum.

## **Help with Canvas**

### **ITSS Help Desk**

Phone: (408) 270-6411

Email: [ITSS.helpdesk@sjeccd.edu](mailto:ITSS.helpdesk@sjeccd.edu)

The ITSS Help Desk is located at the District Office and operates Monday through Thursday from 7:00 a.m. to 7:00 p.m. and Friday until 5:30 p.m.

## **Course Description**

History 20A provides a survey of continuity and change in society, culture, institutions, and the environment from the Reconstruction to the present. Completion of this course and History 20B fulfills the F1—U.S. History portion of the American Institutions graduation requirements.

## **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 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](http://www.globalyceum.com).

One of the texts for this course is Globalyceum American History. Go to: <https://www.globalyceum.com/>, register, and subscribe to the course with the unique section code: **QT5ZANEU (this code is case sensitive)**. 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](mailto:support@globalyceum.com). You can CC me on the email, but your first contact should be with Globalyceum.

### **Other technology requirements / equipment / material**

We will be using the school's video conferencing software, Zoom, which is free to all students. Please make sure to have a video camera and audio capabilities on the device you use to participate in our scheduled learning calls.

### **Course Requirements and Assignments**

1. Each week you will take a 5-15 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. (32 quizzes = 200 points)
2. At the start of class students will complete the reading notes outlined in Globalyceum. (1 outlines, 15 points= 15 points)
3. In addition, you will be 2-3 primary source problems or learning activities to analyze per week. (15 activities, 10 points each = 150 points)
4. You will complete 4 reflective assignments. (40 points)
5. Middle School Pen Pal Assignment (4 activities, 10 points each= 40 points)
6. Composition Assignment: There will be 6 writing assignments in the history portion of the course. The assignments are designed to help you formulate a historical argument based on historical sources. (3 activities-10 points, 15 points, 50 points x 2= 150 points)
7. There will be 3 weekly discussions on topics related to weeks of study. (10 points= 30 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Examination or Evaluation**

There will be a Midterm Project and a Final Project. There will be no face-to-face final exam. You will turn in your projects online. The projects will consist of 2 term cumulative projects.

### **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. Any absence that is excused must be accompanied by official documentation.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

### **Classroom Protocol**

1. I expect students to meet the class deadline. Readings and required works are due the day assigned.
2. Opinions and discussions 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.
4. There is to be NO conversing with middle school students outside of the channels used in this class.

### **Late Work Policy**

1. 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.

2. There may also be extra credit events to attend on campus. Look to announcements for more details.
3. 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.

## History 20B, Fall 2020, Course Schedule

*The schedule is subject to change with fair notice and please stay on top of all course changes through Canvas and Globalyceum.*

### Course Schedule

Week	Date	Assignments- All assignments will be due Sunday before 11:55 pm of that week unless noted.
1	8/19	<p>Introduction and The Gilded Age: Read week 2 readings</p> <p>Assignments: Introduction Forum, purchase text, syllabus forum, sign up for middle school call</p> <p>Assignments completed in Canvas this week.</p>
2	8/24	<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</p> <p>Reading Quizzes; Activity Jacob Riis, Focus Questions and Answer Notes</p> <p><b>Assignments completed in Globalyceum</b></p>
3	8/31	<p>The Gilded Age and the Progressive Era, 1877-1914</p> <p>Reading: Populism: Peril or Promise? (Topical Essay)</p> <p>Assignments: Populism: Peril or Promise? Reading Quizzes, Activity: Election of 1912, Discussion, Online Learning Pen Pal assignment</p>

4	9/7	<p>WWI and the 1920s, 1914-1929</p> <p>Reading: America at War and Peace</p> <p>Reading: The Jazz Age</p> <p>Reading: The Great Crash</p> <p>Assignments: WWI and the 1920s, 1914-1929 Reading Quizzes; Activity Advertising, <b>Composition Thesis</b>,</p>
5	9/14	<p>WWI and the 1920s, 1914-1929</p> <p>Reading: America Enters WWI, 1914-1918 (Topical Essay)</p> <p>Assignments: America Enters WWI, 1914-1918 Reading Quizzes, Activity: WWI Propaganda, Discussion</p>
6	9/21	<p>The Great Depression, 1929-1941</p> <p>Reading: The Great Depression</p> <p>Reading: The First New Deal</p> <p>Reading: The Second New Deal and the Road to War</p> <p>Assignments: The Great Depression, 1929-1941 Reading Quizzes, Activity Roosevelt Letters, Discussion, Online Learning Pen Pal assignment</p>
7	9/28	<p>The Great Depression, 1929-1941</p> <p>Reading: The First New Deal Reading: Visual Americanism: The Art of the New Deal (Topical Essay)</p> <p>Assignments: The First New Deal Reading: Visual Americanism Reading Quizzes, Activity; Dorothea Lange, <b>Composition Outline</b></p>

8	10/5	<p>WWII and the Cold War, 1941-1972  Reading: World War II  Reading: The Cold War Reading: Red Spies in America: Rise of the  Reading: Vietnam</p> <p>Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes;  Activity Japanese Internment and Reality of War on the Homefront,  Discussion</p>
9	10/12	<p>WWII and the Cold War, 1941-1972  National Security State (Topical Essay)</p> <p>Assignments: National Security State Reading Quizzes; Activity Anti  Soviet Propaganda, <b>Composition Final Draft</b>, Online Learning Pen Pal  assignment</p>
10	10/19	<p>Post-War America, 1945-1972  Reading: The Post-War Boom  Reading: Racial Equality  Reading: "The Color of America has Changed": The Long and Wide</p> <p>Assignments: Post-War America, 1945-1972 Reading Quizzes,  Activity Love Canal</p>
11	10/26	<p>Post-War America, 1945-1972  Reading: "The Color of America has Changed": The Long and Wide  Civil Rights Movement (Topical Essay)</p> <p>Assignments: Post-War America, 1945-1972 Reading Quizzes;  Activity Voting Rights of 1965, <b>Composition Thesis #2</b></p>
12	11/2	<p>The Conservative Turn, 1972-2000  Reading: Conservatism and the Politics of Foreign Policy, 1972-1980  (Topical Essay)</p> <p>Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes;  Activity Rise of Incarceration and <b>Composition Outline #2</b>, Online  Learning Pen Pal assignment</p>

13	11/9	<p>The Conservative Turn, 1972-2000</p> <p>Reading: The Heritage Foundation, 1974</p> <p>Reading: The Re-election of Ronald Reagan, 1984</p> <p>Reading: New Taxes, 1990</p> <p>Assignments: The Conservative Turn, 1972-2000 Reading Quizzes, Activity Rodney King, Discussion</p>
14	11/16	<p>The Changing American Economy</p> <p>Reading: Deindustrialization and the Rise of the Service Economy</p> <p>Reading: The Effects of Automation and Globalization</p> <p>Reading: The Financialization of the American Economy</p> <p>Assignments: The Changing American Economy Reading Quizzes, Discussion, Activity: College Graduation and the Labor Market</p>
No School	11/23	Thanksgiving Break
15	11/30	<p>The Changing American Economy</p> <p>Reading: Gay and Lesbian History, 1945-present (Topical Essay)</p> <p>Assignments: Gay and Lesbian History, 1945-present Reading Quizzes, Activity: Clinton's 1995 Speech on Welfare Reform</p>
16	<b>Note Final exam is due on a different day than usual</b>	Final Composition #2 Due ONLINE, Thursday, 12/10 before 11:55 pm