iSAN JOSE STATE UNIVERSITY  
College of Social Sciences / Department of History  

SYLLABUS  
HISTORY 15-02: ESSENTIALS OF U.S. HISTORY  
Spring 2020—3 UNITS  

Instructor: Robert Cirivilleri  
Office Location: DMH 141  
Telephone: (408) 924-5540  
Email: robert.cirivilleri@sjsu.edu  
Office Hours: Tuesday/Thursday 10:30-11:30am or by appointment  
Class Days/Time: Tuesday/Thursday 3:00-4:15am  
Classroom: DMH 150  
GE/SJSU Studies Category: US1 and D2  

COURSE TEXTS AND READINGS  
Godbeer, *The Salem Witch Hunt* Introduction (provided by instructor)  
Earle, *John Brown’s Raid on Harper’s Ferry*  
Olson and Roberts, *My Lai*  
Topp, “The Sacco and Vanzetti Trial” Introduction (provided by instructor)  

![Book Images](image1.png)  

COURSE FORMAT  
Course materials such as syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website, which can be accessed via the SJSU home website using student ID and password. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.
COURSE DESCRIPTION
From the SJSU Catalog: Treatment of essentials of U.S. history. Satisfies the American institutions requirement in U.S. history (US1) and the Core GE requirement in Social Sciences: Comparative Systems, Cultures, and Environments (D2).

History 15 is designed to introduce students to the essential events, ideas, turning points and transitions that have shaped American history from its origins to the present day. Students will examine key periods in American history focusing on both conventional and alternative interpretations of historical events and political processes that have shaped our modern economic, political and social systems. This information will be presented in a multi-cultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. Students will also read key primary source documents and writings in the history of the United States, in order to give them direct exposure to the words, thoughts and feelings of the incredibly diverse personalities that helped shape and define the great epochs of the past five hundred years of American history. Finally, students will be able to draw connections between the great social, economic, political and cultural issues of the past and those issues that animate our American society today. Throughout the course of the semester, students will develop the skills used by historians to research, analyze, critically think and argue about the past, which will provide them with transferable skills essential for future success in their careers and in their roles as American citizens.

GENERAL EDUCATION 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 midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion assignments.

2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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 multiple-choice and essay questions on midterm and final exams, periodic quizzes, primary source problem activities, poll questions and in-class discussion 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.
Throughout the semester there will be several extra credit opportunities, which will involve attending a campus sponsored or outside event. Details will be provided in class.
ASSIGNMENTS AND GRADING:
With the exception of the online quizzes, I do NOT post exam grades on Canvas. Midterms will be handed back two weeks after the exam date, and you are expected to pick up all of your midterms. Per department policy, grades cannot be emailed to students. Failure to pick up your exams in a timely fashion (within 2 weeks after I have handed them back) will affect your participation grade. If you have questions on how your exam was assessed I encourage you to see me during office hours or on a scheduled appointment date. I will be happy to go over your exam with you and help you devise strategies to improve your grade. I am also happy to fill out an academic or fraternity/sorority grade check form, but you must give me advance notice and then arrange to meet me in my office.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>3 midterms</td>
<td>420 (140 each)</td>
<td>52.5%</td>
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<tr>
<td>1 final exam</td>
<td>160</td>
<td>18.7%</td>
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<tr>
<td>Salem Witch Hunt and Sacco and Vanzetti quizzes</td>
<td>60 (30 each)</td>
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<tr>
<td>John Brown’s Raid and My Lai quizzes</td>
<td>90 (45 each)</td>
<td>20% (combined quizzes)</td>
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<td>Participation</td>
<td>45</td>
<td>5.6%</td>
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<tr>
<td>Photo</td>
<td>25</td>
<td>3.2%</td>
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<td>TOTAL</td>
<td>800</td>
<td>100%</td>
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Grade Breakdown is as follows:

- A  100-93%
- A- 92-90%
- B+ 89-87%
- B  86-82%
- B- 81-79%
- C+ 78-75%
- C  74-70%
- C- 69-67%
- D+ 66-64%
- D  63-61%
- D- 60-59%
- F  58-0%

LATE ASSIGNMENT POLICY
I do not accept late assignments nor will I give late or make-up exams unless there is a VITALLY COMPELLING REASON to do so. ALL LATE ASSIGNMENTS WILL BE MARKED DOWN 20%. A compelling reason exists only when you provide me with a valid reason BEFORE THE ASSIGNMENT IS DUE, as to why you cannot complete the assignment on time, or take the exam at the scheduled time. A valid excuse also requires official documentation verifying your absence. Even if you have a valid reason for missing an exam or assignment, the professor reserves the right to subtract points for late work. I also do not grant incompletes for any reason. If you feel you cannot complete the work required for this class you must drop before the required deadline! The last day that you can drop this class is TUESDAY, FEBRUARY 4TH.

UNIVERSITY POLICIES:
Per University Policy @16-9, 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 at http://www.sjsu.edu/gup/syllabusinfo/”

READING ASSIGNMENTS AND CLASS CALENDAR

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<tr>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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| Week 1—Jan 23        | Thrs [1]: Foner, Ch 1-2: From the Spanish “New World”  
                       | To the Beginnings of English America             |
| Week 2—Jan 28-30     | Tues [2]: Foner, Ch 2: Beginnings of English America, 1607-1660 |
Thurs [3]: Foner, Ch 3: Creating Colonial America, 1660-1750 (cont.)

Godbeer, The Salem Witch Hunt, Introduction  QUIZ #1

Week 3—Feb 4-6
Tues [4]: Foner, Ch 4-5: From the English Struggle for Empire
To the American Revolution

Thurs [5]: Foner, Ch 7: Founding A Nation, 1783-1791

Week 4—Feb 11-13
Tues [6]: Foner, Ch 8: Securing the Republic, 1791-1815

Thurs [7]:  MIDTERM #1:  CHAPTERS 1-5, 7-8

Week 5—Feb 18-20
Tues [8]: Foner, Ch 9: The Market Revolution, 1800-1848

Thurs [9]: Foner, Ch 10: Democracy in America, 1815-1848

Week 6—Feb 25-27
Tues [10]: Foner, Ch 11: The Peculiar Institution

Thurs [11]: Foner, Ch 13: A House Divided, 1848-1861
Earle, John Brown’s Raid on Harper’s Ferry, Introduction  QUIZ #2

Week 7—Mar 3-5
Tues [12]: Foner, Ch 14: A New Birth of Freedom: The Civil War, 1861-1865

Thurs [13]: Foner, Ch 15: “What is Freedom?”: Reconstruction, 1865-1877

Week 8—Mar 10-12
Tues [14]: Foner, Ch 16: America in the Industrial Age, 1870-1890

Thurs [15]: Foner, CH 16: America’s Gilded Age, 1870-1890

Week 9—Mar 17-19
Tues [16]:  MIDTERM #2  CHAPTERS 9-11, 13-16

Thurs [17]: Foner, Ch 17: Freedom’s Boundaries at Home and Abroad, 1890-1900

Week 10—Mar 24-26
Tues [18]: Foner, Ch 18: The Progressive Era, 1900-1916

Thurs [19]: Foner, Ch. 18-19: Progressivism and National Politics
Safe for Democracy: The U.S. and World War I, 1914-1918

Week 11—Mar 31-Apr 2
SPRING BREAK—NO CLASS

Week 12—Apr 7-9
Tues [20]: Foner, Ch 19-20: World War I and It’s Aftermath
From Business Culture to the Great Depression, 1920-1932

**Topp: The Sacco and Vanzetti Case, Introduction**

**QUIZ #3**

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<th>Thurs [21]: Foner, Ch 21: The New Deal, 1932-1940</th>
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**Week 13—Apr 14-16**

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<tr>
<th>Tues [22]: <strong>MIDTERM #3 CHAPTER 17-21</strong></th>
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<tr>
<th>Thurs [23]: Foner, Ch 22: Fighting for the Four Freedoms: World War II, 1941-1945</th>
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**Week 14—Apr 21-23**

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<th>Tues [24]: Foner, Ch. 22: World War II, cont.</th>
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<th>Thurs [25]: Foner, Ch. 23: Post World War II and the Beginning of the Cold War, 1945-1953</th>
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**Week 15—Apr 28-30**

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<th>Tues [26]: Foner, Ch. 24: The Cold War, cont.</th>
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<th>Thurs [27]: Foner, Ch 24-25: An Affluent Society, 1953-1960 The Sixties, a Decade of Turmoil</th>
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**Week 16—May 5-7**

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<th>Thurs [29]: Foner, Ch 26: The Triumph of Conservatism, 1969-1980</th>
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**Week 17—May 11-15**

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<th>Mon: <strong>STUDY/CONFERENCE DAY: NO CLASS</strong></th>
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