

**San José State University  
College of Social Sciences**

**Department of History**

**HIST 15A -09: Essentials of U.S. History**

**Fall 2017– 3 units**

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<b>Office Hours:</b>	Wednesday 12:30pm-1:30pm or by appointment
<b>Class Days/Time:</b>	MW 1:30-2:45pm
<b>Classroom:</b>	DMH 163
<b>GE/SJSU Studies Category:</b>	US1 and D2

**Course Format**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [www.globalyceum.com](http://www.globalyceum.com). 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).

By pivoting the center to view U.S. history from diverse perspectives this course will provide alternative interpretations of our shared past. The course will emphasize a multicultural framework, bringing the history of European Americans, African Americans, Asians, Latinos, Native Americans, Women, and LGBT Americans together as one American history marked by consensus as well as conflict. Students will be able to locate their place in this history and connect how the social, economic, and political issues that have driven the past continue to animate the U.S. today. Students will develop the skills throughout the class that historians use to research, analyze, critically think, and argue about the past to provide them with transferable skills for their future career and citizenship.

## Learning Outcomes

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).

The main text for this course is Globalyceum American History. Go to [www.globalyceum.com](http://www.globalyceum.com), register, and subscribe for this course with the following Unique Section Number **MQTGBTAV** (This number is case

sensitive.) The cost of this subscription is \$39.99. You can also purchase a print copy of the essays, or text chapters, for \$19.99 per section on the sites below. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are Paypal, debit/credit, or check/money order.

<https://www.createpace.com/6099589>  
<https://www.createpace.com/6099600>

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. You can CC me on the email, but your first contact should be with Globalyceum.

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

You will need to bring an electronic device that can connect to the Internet and Globalyceum in order to complete Lecture quizzes and Activities. This can include laptops, tablets, or smartphones. Students who do not have access will be able to use class Ipads.

### **Library Liaison**

History's Library Liaison is Nyle Monday who can be reached at [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu) or (408) 808-2041. While he is available during working hours for e-mail inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

### **Course Workload**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Course Requirements and Assignments**

Assignment	Points	Learning Outcomes
Assessments	225	GELO 1, CLO 3, CLO 7
Outlines	30	GELO 1, CLO 3
Problems	280	GELO 1-5, CLO 1, 2, 4, 6
Compositions	45	GELO 1, CLO 5
In class polling and assignments	150	GELO 1-5, CLO 1, 2, 4, 6
Final Project	130	GELO 1-5, CLO 1-7
Total	860	

### Assessments

Each week you will complete short, timed assessments in the form of multiple-choice quizzes and short answer questions on Globalyceum to test your comprehension of essay and lecture materials. Each quiz is worth 15 points.

### Outlines

For the first 3 weeks, you will submit an outline of the assigned reading following the guidelines on Globalyceum.

### Problems

In order to facilitate classroom discussion, when there is a problem assigned for class you will complete the “Analyze the Evidence” section before class and submit your answers for credit (10 points).

### In class polling and assignments

Participation in class discussion of the problem is worth an additional 5 points (tracked using in-class polling or assessment).

### Composition

Building on problems worked on at home and during class time, you will submit composition assignments in Globalyceum to build historical writing skills, including writing a thesis (10 points), developing an outline (15 points), and drafting an introduction and conclusion (20 points).

### Project

You will complete the Race and the American Experience Project from Globalyceum throughout the semester focusing on the historical experience of a minority group of your choice. You will submit this assignment in four parts:

1. Project Profile due by November 5
2. Introduction/Thesis due by November 19
3. Outline/Draft due by May 8
4. Final Paper/Website/Blog/Documentary due December 17

### **Grading Policy**

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.

Your course grade will be determined by your total amount of points in the course based on the following scale.

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

### **Extra Credit Movie Screenings**

There will be several movie screenings on campus through the semester of films related to subjects covered in the course. You can attend up to two screenings for 10 points of extra credit.

## Classroom Protocol

1. I expect students to come to class prepared. Readings are due the day assigned, so is any required homework.
2. Please come to class on time, class starts promptly, do not be late. Sit quietly, and refrain from sleeping, talking, whispering, passing notes, surfing the web, emailing, wearing headphones, or using your phone for non-related assignments. Students who disrupt class will be asked to leave.
3. Opinions and discussion 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.
4. You will submit your own work electronically through Globalyceum. All work must be your own and anyone else's ideas must be properly cited.

## University Policies

Per University Policy S16-9, 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## Course Schedule

All readings are due by the date listed on the syllabus, assessments and problems are due by 11:55pm the night before class.

Date	Module and Readings	Assessments	Problems	Additional Deadlines
08/23	Introduction and Pre Survey			
08/28	<b>Module 1:</b> Europe and the Americas, 1450-1607 Reading: Core Essay: Europe and the Americas, 1450-1607	AH 1 Core Essay Assessment	Problem: John White Problem: European Views of Native American Women	Findlen Outline
09/04 Labor Day	<b>Module 2:</b> Colonial America, 1607-1750 North and South Reading: Core Essay: Colonial America, 1607-1750	AH 2 Core Essay Assessment	Problem: Bacon's Rebellion	Peterson Outline
09/11	<b>Module 3:</b> The American Revolution and Constitution, 1750-1790 Reading: Core Essay: The American Revolution and Constitution, 1750-1790	AH 3 Core Essay Assessment	Problem: Slaves and Slave Owners Problem: The Bill of Rights	Taylor Outline

<b>Date</b>	<b>Module and Readings</b>	<b>Assessments</b>	<b>Problems</b>	<b>Additional Deadlines</b>
09/18	<b>Module 4:</b> The Early American Republic, 1790-1815 Reading: Core Essay: The Early American Republic, 1790-1815	AH 4 Core Essay Assessment	Problem: First Party System Problem: Women's Education	Composition: Thesis: Women's Education
09/25	<b>Module 5:</b> The North: 1815-1860 Reading: Core Essay: The North, 1815-1860	AH 5 Core Essay Assessment	Problem: Transportation and Communication Problem: Measuring Alcoholism	Composition: Outline Measuring Alcoholism
10/2	<b>Module 6:</b> The West: 1815-1860 Reading: Core Essay: The West, 1815-1860	AH 6 Core Essay Assessment	Problem: Californios and the Bear Flag Revolt Problem: The Gold Rush, Chinese Immigrants and Mark Twain	Stereotypes Article
10/9	<b>Module 7:</b> The South: 1815-1860 Reading: Core Essay: The South, 1815-1860	AH 7 Core Essay Assessment	Problem: Yeomen Farmers Problem: Slave Recollections in the Federal Writers Project	
10/16	<b>Module 8:</b> Civil War and Reconstruction, 1860-1877 Reading: Core Essay: Civil War and Reconstruction, 1860-1877	AH 8 Core Essay Assessment	Problem: Emancipation Proclamation Problem: The Black Codes of Mississippi	Composition: Emancipation Proclamation Draft Introduction and Conclusion
10/23	<b>Module 9:</b> The Gilded Age and the Progressive Era, 1877-1914 Reading: Core Essay: The Gilded Age and the Progressive Era	AH 9 Core Essay Assessment	Problem: Chinese Immigration Problem: Jacob Riis Photos	
10/30	<b>Module 10:</b> WWI and the 1920s, 1914-1929 Reading: Core Essay: WWI and the 1920s, 1914-1929	AH 10 Core Essay Assessment	Problem: World War 1 Propaganda Problem: Advertising	Project: Race and the American Experience Project Profile
11/6	<b>Module 11:</b> The Great Depression, 1929-1941 Reading: Core Essay: The Great Depression 1929-1941	AH 11 Core Essay Assessment	Problem: Dorothea Lange and Hispanic Farmworkers Problem: Letters to Roosevelt	

Date	Module and Readings	Assessments	Problems	Additional Deadlines
11/13	<b>Module 12:</b> WWII and the Cold War, 1941-1972 Reading: Core Essay: WWII and the Cold War, 1941-1972	AH 12 Core Essay Assessment	Problem: Women and the Home Front in WWII Problem: The Tet Offensive	Project: Race and the American Experience Introduction or Thesis
11/27	<b>Module 13:</b> Post War America: Prosperity and Civil Rights Reading: Core Essay: Post-War America, 1945-1972	AH 13 Core Essay Assessment	Problem: Love Canal Problem: 1965 Voting Rights Act	
12/4	<b>Module 14:</b> The Conservative Turn Reading: Core Essay: The Conservative Turn, 1972-2000	AH 14 Core Essay Assessment	Problem: The Rise of Incarceration Problem: College Graduates and the Labor Market	Project: Race and the American Experience Outline or Draft
12/11	<b>Module 15:</b> The Demographic Revolution Reading: Core Essay: The Demographic Revolution, 1972-present	AH 16 Core Essay Assessment	Problem: 9-11 and Immigration	
12/17	Final Project (No Final Exam)			Project: Race and American Experience Final Paper Submit Online