

Topics in American History: American Identities and Institutions

HIST 170S

Fall 2025 Section 83 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

Contact Information

Instructor	Prof. Victor Rodriguez
Contact Information	Email: victor.rodriguez02@sjsu.edu OR Canvas Messenger DO NOT use the Canvas Comments Section For prompt responses message me between 8AM-5PM Mon.-Fri. Allow up to 24 hours for a response
Office Hours	Tuesdays & Thursdays 9AM-10AM PT via Zoom or by appointment Zoom Link (https://sjsu.zoom.us/j/87451662494).
Class Session	August 20- December 8
Classroom	Online; Asynchronous

Course Description and Requisites

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.

Satisfies UD GE Area 4. Self, Society, and Equality in the U.S. (formerly Area S) and US 1. U.S. History

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.

Grading: Letter Graded

Sustainability Related - SDG 10: Reduced Inequalities 

* Classroom Protocols

COURSE FORMAT

This is an online and asynchronous course. We will NOT be meeting in-person, or online in real-time for the entire semester. Lectures will be prerecorded and posted on Canvas. Course materials such as syllabus, handouts, readings, 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.

HELP WITH CANVAS

For help with Canvas, click "Help" in the blue left-side menu bar of your Canvas screen. Consult the [Canvas Student Guide \(https://guides.instructure.com/m/4212\)](https://guides.instructure.com/m/4212) and [SJSU Canvas Student Resources \(https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php\)](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php). If you need help with Zoom consult Zoom Support. You can also get tech support from the staff at [eCampus \(https://www.sjsu.edu/ecampus/how-we-can-help/contact-us.php\)](https://www.sjsu.edu/ecampus/how-we-can-help/contact-us.php). Their email is ecampus@sjsu.edu or call at (408) 924-2337 (8AM-7PM daily). Prof. Rodriguez does not provide tech support.

NOTE: You should access this course on a computer, not on your phone. SJSU has free computers available for loan. Consult [SJSU Learn Anywhere \(https://www.sjsu.edu/learnanywhere/how-tos/access-hardware.php\)](https://www.sjsu.edu/learnanywhere/how-tos/access-hardware.php) for more information. You can also borrow laptops from [Student Computing Services \(https://library.sjsu.edu/student-computing-services\)](https://library.sjsu.edu/student-computing-services) at King Library. It is the responsibility of students who require special accommodations or assistive technology due to a disability to notify Prof. Rodriguez immediately.

Course Enrollment and Student Consent

By enrolling in this course, you consent to all requirements listed on this Home Page/Syllabus and in course handouts. You accept responsibility for using Canvas to access required course materials, and seeking help from eCampus (not Prof. Rodriguez) if you encounter technical problems. You are responsible for keeping up with course assignments and registering your correct email address with Canvas and with SJSU. Check Canvas and your SJSU-registered email regularly for course announcements.

By enrolling in this course, you agree to abide by SJSU University Policy [S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>): "Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course . . . without instructor consent." Do NOT download, upload, stream, post, transmit, archive, reproduce, copy, save, distribute, or otherwise share ANYTHING from this course with ANYONE, including any social media or ChatGPT, any other AI, or ANY websites on the Internet! Any of these activities is a violation of California Civil Code 980 a(1) and SJSU University Policy S12-17 and could result in possible sanction. So, don't do it!

Classroom Protocol

This course will consider 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 read and be prepared for class. Students are expected to conduct themselves in a civil and respectful manner. Students should avoid colloquial language, characterizations, remarks, or outright slurs that pertain to groups in the abstract or to their fellow students in particular.

Academic Honesty

All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty.

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity [Policy S07-2](https://www.sjsu.edu/senate/docs/S07-2.pdf) (<https://www.sjsu.edu/senate/docs/S07-2.pdf>) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. All work submitted in this course must be your own and plagiarism detection tools such as Turnitin will be used to monitor academic honesty.

University Policy F15-7 requires students to be honest in all academic course work. It also requires faculty members to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development web page for more information.

Cheating & Plagiarism

Cheating – from University Policy [F15-7](https://www.sjsu.edu/senate/docs/F15-7.pdf) (<https://www.sjsu.edu/senate/docs/F15-7.pdf>): "San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes: . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work previously graded in another course without prior approval by the course instructor. . . . submitting work simultaneously presented in two or more courses without prior approval of all course instructors. . . . altering or interfering with the grading process; . . . any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above."

Plagiarism – from University Policy F15-7: “San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes: **knowingly or unknowingly** incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.”

Your name on your submitted coursework constitutes your promise that it represents 100% your own effort, unless you properly acknowledge every source in A PROPER CITATION. You must place QUOTATION MARKS around words that you didn’t write yourself, and provide a properly formatted citation for every source of words or ideas other than your own

Failure to fulfill this requirement could result in a grade of “F” in the course, regardless of your other grades. You must consult with Prof. Rodriguez in advance if you are “unsure” or “confused” about what “might be” plagiarism. Even if you plagiarize from multiple sources, change some words, move sentences around, or add words of your own, it’s still plagiarism. Likewise, even if you didn’t mean to plagiarize, or you forgot to include quotation marks or references, or you accidentally omitted them, or your computer or someone else omitted them without your knowledge, or you didn’t know you were plagiarizing when you plagiarized, it’s still plagiarism, and it’s still a violation of Academic Integrity that will be penalized. You are responsible for knowing and abiding by SJSU’s rules of Academic Integrity. Claims of innocence, ignorance, forgetfulness, accidents, good intentions, reliance on others, or technological failures do NOT excuse plagiarism! **Cheating and/or plagiarism will result in a grade of “F” in this course and possible sanctions by the University, as authorized by Sec. 3.1.6 of University Policy F15-7.**

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Incompletes

SJSU University [Policy S09-7 \(https://www.sjsu.edu/senate/docs/S09-7.pdf\)](https://www.sjsu.edu/senate/docs/S09-7.pdf) mandates that a grade of Incomplete can be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, military service, or some other “unforeseen, but fully justified” event beyond the student’s control. Incompletes will only be considered for students with documented emergencies who have already satisfactorily completed most course requirements. No one will receive a grade of Incomplete without prior consultation with Prof. Rodriguez, who may grant an “F” instead. A grade of Incomplete must be made up within a calendar year, or it will automatically convert into a failing grade (IC).

Disability Accommodations

I am committed to creating an inclusive and accessible classroom environment for students of all abilities. Students who may need academic accommodations are advised to reach out to the Accessible Education Center as early as possible in the semester for assistance. Knowing that ability status may shift during our time together, please let me know how I can best support your learning needs.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Success in this Course, S16-9:

SJSU Policy [S16-9 \(https://www.sjsu.edu/senate/docs/S16-9.pdf\)](https://www.sjsu.edu/senate/docs/S16-9.pdf): "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. Other course structures will have equivalent workload expectations as described in the syllabus."

Per University Policy S16-9, 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 (i.e., learning assistance, counseling, and other resources) are listed on the [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php#workload\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php#workload), 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. (NOTE: Academic Integrity policies are reprinted here for your convenience.)

American Institutions US1: US History.

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061. The original mandate appears in the State Education Code Title 5, Section 40404.

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. Students will examine American politics as a struggle between various groups associated with and often organized around racial/ethnic, gender, class, regional, religious, ability, sexuality, and culturally-based identities. Interactions, including examples of both cooperation and conflict, will be highlighted in order to better understand the historical development of American political, social, economic, and cultural institutions. As a result of learning by comparison and combining the learning objectives of American Institutions U.S. History (F1) and SJSU Studies Area S, this course will promote cosmopolitan citizenship, by which we mean the understanding required to be a responsible citizen at all levels--local, state, national, and trans-national. Students completing this topic will satisfy both the American Institutions U.S. History (US1) and SJSU Studies Area S requirements.

Tips for Success In This Course

Reading is crucial for this course and the study of History!

As previously stated, this course has assigned readings. That means you are REQUIRED to read the assigned readings. Failure to read the textbook and supplementary readings will make it very difficult for you to succeed in this course. Nearly all of the assignments in this course address the reading content and/or ask questions about the course readings. Historians, like most trained professionals, primarily obtain their knowledge by reading sources. The best way to learn and understand the history of humanity is to read. It is good practice to take notes while reading for this or any class!

Writing is crucial for this course and the study of History!

As previously stated, this course has writing assignments. Additionally, I highly recommend TAKING NOTES. All of my assignments are detail-oriented, it is the best method to gauge if my students are engaging with the class material in an online environment. The best way to retain course content i.e. readings, lecture videos, and documentaries is for the student to TAKE NOTES. My exams and writings assignments ask for details and specific examples regarding the class readings and my lectures. I *highly* recommend taking notes while reading and watching the lecture videos, so that when you (the student) are in the process of taking an exam or writing a response/essay you (the student) do not need to frantically "flip-back" to a certain lecture video or online reading. Taking notes will enhance your ability to properly respond to class assignments.

Click on the links below for help with online learning:

[How to Effectively Watch Videos for Learning](https://www.youtube.com/watch?v=fRo26gpgvV4#t=17s) (<https://www.youtube.com/watch?v=fRo26gpgvV4#t=17s>)

[What Makes a Successful Online Learner?](#)

<https://careerwise.minnstate.edu/education/successonline.html>

[Introduction to Online Learning](https://apps.3cm mediasolutions.org/oei/modules/intro/story/)

[Organizing for Online Success](https://apps.3cm mediasolutions.org/oei/modules/organizing/story/)

[Online Study Skills and Managing Time](https://apps.3cm mediasolutions.org/oei/modules/study-time/story/)

[Communication Skills for Online Learning](#)

<https://apps.3cm mediasolutions.org/oei/modules/communication/story/>

Course Learning Outcomes (CLOs)

GE UD Area 4: Self, Society, and Equality in the U.S.

SJSU Studies courses -- GE UD Areas 2/5, 4, and 3 -- help students integrate knowledge between and among disciplines. SJSU Studies courses develop abilities that enable students to live and work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to address complex issues and problems using analytical skills and creative techniques.

In **UD Area 4 courses**, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE UD Area 4 Learning Outcomes

Upon successful completion of an GE UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

US1 Learning Outcomes

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; and movements including religious, labor, civil rights, feminist, and environmental; and
- B. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

Course Materials

Readings

- Textbook: Free online textbook [The American Yawp \(https://www.americanyawp.com\)](https://www.americanyawp.com), links available on Canvas
- Selected articles, essays, primary sources, etc. are available on the Canvas class page.

Course Requirements and Assignments

Assignments

Syllabus Quiz

This quiz will ensure that everyone reads and understands the syllabus. The Syllabus Quiz may consist of true or false, multiple-choice, select all that apply, and short answer questions. **Students will be able to retake the Syllabus Quiz up until the deadline.** The Syllabus Quiz is the only test students will be able to retake.

The Syllabus Quiz will be due by 11:59PM on Sunday August 31st

Discussion Session-Icebreaker Introductions

This is an informal discussion session designed for the students to get to know each other as well as their instructor. A few low stakes questions will be posted by Prof. Rodriguez on the Canvas Discussion forum that the students will respond to after, which the students will then respond to 2 other students posts.

Discussion Session-Introductions will be due by 11:59PM on Sunday August 24th

Quizzes

You will take 4 quizzes throughout the course. Quizzes may consist of true or false question, multiple-choice, terminology matching, and select all that apply. **Quizzes only test specific lectures and readings that are explicit on your course calendar. Students are provided one retake for each quiz.**

Quizzes will be due by 11:59PM on Fridays

Supplementary Readings Essay (S.R.E.)

The Supplementary Readings Essay (S.R.E.) is designed to help you develop the necessary skills to become your own historian and engage in historical writing. After reading the assigned supplementary readings posted on Canvas and listed in this syllabus you will write an essay that is a MINIMUM of 700 words, a MINIMUM of 5 paragraphs in length, each paragraph AT LEAST 5 sentences long discussing a question prompt provided by the instructor. This exercise is designed to help you improve your critical/analytical writing ability. The essay must be typed, double-spaced using Times New Roman font with one-inch margins around the paper. Provide your full name and date at the top left-hand corner on the first page of the essay.

I will provide feedback on your S.R.E. via Canvas that will hopefully help improve your analytical historical writing skills. **Students may only use the supplementary reading material for their S.R.E. Students may NOT use lecture material or the textbook on this essay. Using lecture material or the textbook readings for this assignment will not give students a passing grade.**

The S.R.E. will be due by 11:59PM on Sunday October 19th

Discussion Sessions

You will have four different sessions where you will respond to a question on the Canvas forum posed by the instructor about the lectures, the assigned readings, (and videos if videos are posted). You are required to write AT LEAST 1 paragraph that is 250 words MINIMUM, AT LEAST 5 decent sentences long responding to the prompt. You will then comment on 2 student posts. Your comments must be AT LEAST 2 sentences long. Try to pose a question of your own that could stimulate further discussion in the response comment. **Your initial discussion post must include a mixture of references from class material including: the lectures, readings (either the textbook *American Yawp* and/or supplementary readings), and videos (if videos are posted in the Modules prior to the Discussion Session.) Failure to provide a combination of references from the lectures, readings, or videos will result in the reduction of one or two letter grades, depending on the quality of your initial post.** Further clarification will be provided in the Discussion Session forum instructions on Canvas.

Discussion Sessions will be due by 11:59PM on Sundays

Midterm

The midterm will cover all course content up to the date of the exam. The midterm will test your knowledge of the lectures, readings, and documentary videos (if videos are used in this class). The midterm may consist of true or false, multiple choice, terminology, and an essay question.

Midterm is due by 11:59PM on Sunday October 12th

Supplementary Readings Essay 2

The Supplementary Readings Essay 2 (S.R.E.2) is designed to help you develop the necessary skills to become your own historian and engage in historical writing. After reading the assigned supplementary readings posted on Canvas and listed in this syllabus you will write an essay that is a MINIMUM of 800 words, a MINIMUM of 5 paragraphs in length, each paragraph AT LEAST 5 sentences long discussing a question prompt provided by the instructor. **This exercise is designed to help you improve your critical/analytical writing ability, and to help you study for the Final Exam.** The essay must be typed, double-spaced using Times New Roman font with one-inch margins around the paper. Provide your full name and date at the top left-hand corner on the first page of the essay.

Students may only use the supplementary reading material for their S.R.E. Students may NOT use lecture material or the textbook on this essay. Using lecture material or the textbook readings for this assignment will not give students a passing grade.

Unless a documented excuse is presented by the student and approved by the instructor **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.**

Supplementary Readings Essay 2 is due by 11:59PM on Tuesday December 2nd

Final Exam

The final will cover all class content since the midterm. The final will NOT be comprehensive. The final will test your knowledge of readings, lectures, and documentary videos (if videos are used in this class). The Final Exam may consist of true or false, multiple choice, terminology, and an essay question.

Final Exam is due by 11:59PM on Friday December 12th

Grading Information

Grading and Late Assignments Policy

Your course grade will be out of a total of 600 points and is broken up as follows (This breakdown will allow you to check the progress of your grade throughout the semester).

No Late Assignments Are Permitted, unless a documented excuse is presented by the student and approved by the instructor.

Grading and Feedback

I (your instructor) try to grade assignments within a week of student assignment submissions. I also try to provide substantial and helpful feedback on class writing assignments. Sometimes, I may take a little longer to post assignment grades and provide feedback on writing assignments. When assignments take more than two weeks to grade, I (your instructor) post a Canvas Announcement notifying the class when I plan to release grades. I ask all my students to please be patient while I grade course assignments, especially the writing assignments. Sometimes, in my effort to release assignment grades/feedback in a

timely fashion, writing assignment feedback may not be as substantial as students may hope. I urged all of my students to reach out to me via Auburn email, Canvas Messenger, or during Zoom Office Hours if they feel their writing feedback was not very helpful. I am more than willing to provide additional feedback on course assignment performance.

Syllabus Quiz	20 points total	
Introductions	10 points total	Meets Objectives: F-1-1; S-1, S-4
Quizzes	(30 pts. each, 120 pts. total of 4 Quizzes)	Meets Objectives: F1-1; S-3
Discussion Sessions	(25 pts. each, 100 pts. total of \$ Discussions)	Meets Objectives: F1-1; S-1, S-2, S-3, S-4
Supplementary Readings Essay (S.R.E.)	50 points total	Meets Objectives: F1-1; S-1, S-2, S-3, S-4
Midterm	100 points total	Meets Objectives: F1-1; S-1, S-2, S-3
Supplementary Readings Essay 2 (S.R.E. 2)	100 points total	Meets Objectives: F1-1; S-1, S-2, S-3, S-4
Final	100 points total	Meets Objectives: F1-1; S-1, S-2, S-3

There will not be a “curve” on course grades. There is no extra credit in this class. Letter grades are distributed as follows:

A+ 97-100	B- 80-82	D 63-66
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A 93-96	C+ 77-79	D- 60-62
A- 90-92	C 73-76	F 59 and below
B+ 87-89	C- 70-72	
B 86-83	D+ 67-69	

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

Class topics may change. Any changes (including additions to) readings or assignments will be announced in advance of class on Canvas.

<u>Session/Week</u>	<u>Topics/Lectures; Readings; Assignments</u>

<p>Session 1</p> <p>August 20-24</p>	<p>Introductions & Syllabus Review; Early America (https://sjsu.zoom.us/rec/play/ArVyZX7v6kJS9eEmxJ1QfctcgRqg-og0YHPu4kdnrRDt3nMs0IYaiy38Fnb88MvLcSkAm4qsAim6Rc5J.k1Dw2FvP1675qMhq?autoplay=true&startTime=1692556329000) </p> <p><u>Textbook</u></p> <p> <i>American Yawp</i>, Chapter 1: "Indigenous America" (http://www.americanyawp.com/text/01-the-new-world/) </p> <p><u>Supplementary Reading</u></p> <p> Howard Zinn, <i>A People's History of the United States</i> Chapter 1: "Columbus, the Indians, and Human Progress" (https://www.historyisaweapon.com/defcon1/zinncol1.html) </p> <p><u>Discussion Session: Icebreaker DUE by Sunday August 24st 11:59PM</u></p>
<p>Session 2</p> <p>August 25-31</p>	<p>English Colonial Settlement (https://sjsu.zoom.us/rec/play/c9nOLsPREZS2di2mBviqx-Llckx6etpTsurJHrqoTPyh-aVFFiqBuDZbUcA8L2vSg8odoyZTswMPx6T_DravhL90_ljZS6P?autoplay=true&startTime=1692981917000) </p> <p>The British Colonies & Slavery (https://sjsu.instructure.com/courses/1613259/pages/session-2-british-colonies-and-slavery) </p> <p><u>Textbook</u></p> <p> <i>American Yawp</i>, Chapter 3: "British North America" (http://www.americanyawp.com/text/03-british-north-america/) </p> <p><u>Supplementary Reading</u></p> <p> Howard Zinn, <i>A People's History of the United States</i> Chapter 2: "Drawing the Color Line" (https://www.historyisaweapon.com/defcon1/zinncolorline.html) </p> <p><u>Syllabus Quiz DUE by Sunday August 31st 11:59PM</u></p>

<p>Session 3</p> <p>September 2-7</p> <p>CAMPUS CLOSED</p> <p>September 1</p>	<p>The American Revolution (https://sjsu.instructure.com/courses/1578930/pages/session-3-american-revolution-and-creating-a-more-perfect-union).</p> <p>Creating a "More Perfect Union" (https://sjsu.instructure.com/courses/1578930/pages/session-3-american-revolution-and-creating-a-more-perfect-union).</p> <p><u>Textbook</u></p> <p><i>American Yawp</i>, Chapter 5: "The American Revolution" (http://www.americanyawp.com/text/05-the-american-revolution/).</p> <p><u>Supplementary Readings</u></p> <p>Excerpts from Common Sense</p> <p>"A More Perfect Union: The Making of the Constitution" by Roger A. Bruns</p> <p><u>Quiz 1 DUE by Friday September 5th 11:59PM</u></p> <p>(Quiz 1 will test course material from Sessions 1-3)</p>
<p>Session 4</p> <p>September 8-14</p>	<p>Competing Visions of America (https://sjsu.instructure.com/courses/1578930/pages/session-4-competing-visions-jefferson-and-the-war-of-1812).</p> <p>A Jeffersonian Presidency and the War of 1812 (https://sjsu.instructure.com/courses/1578930/pages/session-4-competing-visions-jefferson-and-the-war-of-1812).</p> <p><u>Textbook</u></p> <p><i>American Yawp</i>, Chapter 7: "The Early Republic" (http://www.americanyawp.com/text/07-the-early-republic/).</p> <p><u>Supplementary Readings</u></p> <p>A Confederation of Native peoples seek peace with the United States, 1786 in <i>American Yawp</i> (http://www.americanyawp.com/reader/a-new-nation/a-confederation-of-native-peoples-peace-with-the-united-states-1786/).</p> <p>Mary Smith Cranch comments on politics, 1786-87 in <i>American Yawp</i> (http://www.americanyawp.com/reader/a-new-nation/mary-smith-cranch-comments-on-politics-1786-87/).</p> <p>Discussion Session 1 DUE Sunday September 14th 11:59PM</p>

<p>Session 5</p> <p>September 15-21</p>	<p>The Jacksonian Era (https://sjsu.instructure.com/courses/1578930/pages/session-5-the-jacksonian-era-and-a-peculiar-institution).</p> <p>The Peculiar Institution (https://sjsu.instructure.com/courses/1578930/pages/session-5-the-jacksonian-era-and-a-peculiar-institution).</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 8: "The Market Revolution" (http://www.americanyawp.com/text/08-the-market-revolution/).</p> <p><u>Supplementary Reading</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 7 "As Long As Grass Grows and Water Runs" (https://www.historyisaweapon.com/defcon1/zinnas17.html).</p>
<p>Session 6</p> <p>September 22-28</p>	<p>W (https://sjsu.instructure.com/courses/1570693/pages/session-6-western-expansion-and-civil-war)estern Expansion and Southern Secession (https://sjsu.instructure.com/courses/1578930/pages/session-6-western-expansion-and-civil-war).</p> <p>The US Civil War (https://sjsu.instructure.com/courses/1578930/pages/session-6-western-expansion-and-civil-war).</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 14: "The Civil War" (http://www.americanyawp.com/text/14-the-civil-war/).</p> <p><u>Supplementary Readings</u></p> <p>Howard Zinn, <i>A People's History of the United States</i> Chapter 8, "We Take Nothing By Conquest" (https://www.historyisaweapon.com/defcon1/zinntak8.html).</p> <p>Excerpts of Lincoln's Speeches</p> <p>Discussion Session 2 DUE by Sunday September 28th 11:59PM</p>

<p>Session 7</p> <p>September 29- October 5</p>	<p>Reconstruction (https://sjsu.instructure.com/courses/1578930/pages/session-7-reconstruction-and-the-gilded-age).</p> <p>The Gilded Age (https://sjsu.instructure.com/courses/1578930/pages/session-7-reconstruction-and-the-gilded-age).</p> <p><u>Supplementary Readings</u></p> <p>Eric Foner, "Rooted in Reconstruction: The First Wave of Black Congressmen</p> <p>Mississippi Black Codes – 1865 (you only need to skim this reading).</p> <p>Chief Joseph on Indian Affairs (1877, 1879) in <i>American Yawp</i> (http://www.americanyawp.com/reader/17-conquering-the-west/chief-joseph-on-indian-affairs-1877-1879/).</p> <p><u>Quiz 2 DUE by Friday October 3rd 11:59PM</u></p> <p>(Quiz 2 will test course material from Sessions 4-6)</p>
<p>Session 8</p> <p>October 6-12</p>	<p>American Imperialism (https://sjsu.instructure.com/courses/1578930/pages/session-8-american-imperialism-and-the-progressive-era).</p> <p>The Progressive Era (https://sjsu.instructure.com/courses/1578930/pages/session-8-american-imperialism-and-the-progressive-era).</p> <p><u>Supplementary Readings</u></p> <p>Ida B. Wells "Lynch Law in America"- 1900 (https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/).</p> <p>Emma Goldman, "Patriotism a Menace to Liberty" (https://sjsu.instructure.com/courses/1578930/pages/session-8-american-imperialism-and-the-progressive-era).</p> <p>Eugene Debs, "How I Became a Socialist" (April 1902) in <i>American Yawp</i> (http://www.americanyawp.com/reader/20-the-progressive-era/eugene-debs-how-i-became-a-socialist-april-1902/).</p> <p><u>Midterm DUE by Sunday October 12th 11:59PM</u></p> <p>(Midterm will test all course material from Sessions 1-7).</p>

<p>Session 9</p> <p>October 13-19</p>	<p>The US and World War I (https://sjsu.instructure.com/courses/1578930/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties).</p> <p>Reactionary America, the 1920s (https://sjsu.instructure.com/courses/1578930/pages/session-9-the-us-and-world-war-i-the-reactionary-twenties).</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 21 "World War I and Its Aftermath"(read parts I-X, skip II and III). (http://www.americanyawp.com/text/21-world-war-i/).</p> <p><u>Supplementary Readings</u></p> <p>Mark Twain, "The War Prayer"</p> <p>Helen Keller, "Strike Against War"</p> <p>Alain Locke on the "New Negro" (1925) in American Yawp (http://www.americanyawp.com/reader/22-the-new-era/alain-locke-on-the-new-negro-1925/).</p> <p><u>S.R.E. DUE by Sunday October 19th 11:59PM</u></p>
<p>Session 10</p> <p>October 20-26</p>	<p>The Great Depression and the New Deal (https://sjsu.instructure.com/courses/1578930/pages/session-10-the-great-depression-and-the-new-deal).</p> <p>Documentary: "We Have A Plan" (https://sjsu.instructure.com/courses/1578930/pages/session-10-the-great-depression-and-the-new-deal).</p> <p><u>Supplementary Readings</u></p> <p>Huey P. Long, "Every Man a King" and "Share our Wealth" (1934) in American Yawp (http://www.americanyawp.com/reader/23-the-great-depression/huey-p-long-every-man-a-king-and-share-our-wealth-1934/).</p> <p>Labor Activism in California (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=587).</p>

<p>Session 11</p> <p>October 27- November 2</p>	<p>The US and World War II (https://sjsu.instructure.com/courses/1578930/pages/session-11-the-us-and-world-war-ii).</p> <p><u>Textbook</u></p> <p>American Yawp, Chapter 24 "World War II" (read parts I-XI, skip parts II and III). (http://www.americanyawp.com/text/24-world-war-ii/).</p> <p><u>Supplementary Readings</u></p> <p>_ (https://www.historyisaweapon.com/defcon1/zinnpeopleswar.html) FDR's Four Freedoms Speech (https://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm).</p> <p>Discrimination of Mexican Americans in the War Industries (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=603).</p> <p><u>Quiz 3 DUE by Friday October 31st 11:59PM</u></p> <p>(Quiz 3 will test on class material from Sessions 8-10)</p> <p><u>Discussion Session 3 DUE by Sunday November 2nd 11:59PM</u></p>
<p>Session 12</p> <p>November 3-9</p>	<p>The Emergence of the Cold War (https://sjsu.instructure.com/courses/1578930/pages/session-12-the-early-cold-war-and-the-fair-deal).</p> <p><u>Documentary: "Reds"</u> (https://www.youtube.com/watch?v=n0U-b1TNf1Q).</p> <p><u>Supplementary Readings</u></p> <p>The Marshall Plan (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3643).</p> <p>NSC-68 (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3630).</p> <p>The Long Telegram (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3626).</p>

Session 13	The Eisenhower Era
November 10-16	Documentary "Sputnik" (https://www.youtube.com/watch?v=3uGT0mZOhr0).
CAMPUS CLOSED	<u>Textbook</u> American Yawp, Chapter 26 "The Affluent Society" (http://www.americanyawp.com/text/26-the-affluent-society/).
November 11	<u>Supplementary Readings</u>
Veteran's Day	Testimony of J. Edgar Hoover Before HUAC (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3632). Senator Joseph McCarthy's Speech on Communists in the State Department (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3633). <u>Discussion Session 4 DUE by Sunday November 16th 11:59PM</u>
Session 14	The Turbulent Sixties (https://sjsu.instructure.com/courses/1578930/pages/session-14-the-turbulent-sixties).
November 17-23	<u>Supplementary Readings</u> Fred Hampton Speech "Power Anywhere There's People!" SDS Port Huron Statement <u>Quiz 4 DUE by Friday November 21st 11:59PM</u> (Quiz 4 will test on class material from Sessions 11-13)
Session 15	
November 24-30	Documentary: "Make Love Not War" (https://www.youtube.com/watch?v=pFSfq6AMhWM).
CAMPUS CLOSED	<u>Textbook</u> American Yawp, Chapter 28, "The Unraveling" (http://www.americanyawp.com/text/28-the-unraveling/).
November 27-28	
Thanksgiving Break	<u>Supplementary Readings</u> Shirley Chisholm's "Equal Rights to Women"

<p>Session 16</p> <p>December 2-9</p>	<p>The Rise of Conservatism and Nixonian American (https://sjsu.instructure.com/courses/1578930/pages/session-15-nixonian-american-and-cold-war-detente).</p> <p>American Yawp, Chapter 29, "The Triumph of the Right" (read parts I-V). (http://www.americanyawp.com/text/29-the-triumph-of-the-right/).</p> <p><u>Supplementary Readings</u></p> <p>Barry Goldwater's "Extremism in Defense of Liberty is no Vice!"</p> <p>Reagan 1964 - "A Time for Choosing" Speech</p> <p>S.R.E. 2 DUE by Tuesday December 2 11:59PM</p>
<p>Finals Week</p> <p>December 10-17</p>	<p><u>Final Exam DUE by Friday December 12th 11:59PM</u></p> <p>(Final Exam will test all course material from Session 8-15)</p>