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## Essentials of U.S. History HIST 15

- Fall 2025
- Section 81
- Fully Online
- 3 Unit(s)
- 08/20/2025 to 12/08/2025
- Modified 08/18/2025

### Course Description and Requisites

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Treatment of essentials of U.S. history. Satisfies the American Institutions (US1) and the GE Area D: Social Sciences requirements.

*Satisfies GE Area 4. Social and Behavioral Sciences (Formerly Area D), and US 1. U.S. History.*

**Grading:** Letter Graded.

# Program Information

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## 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](#).

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## Course Learning Outcomes (CLOs)

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### GE Area 4: Social and Behavioral Sciences

Area 4 courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Through fulfillment of the Area 4 requirement, students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Courses that emphasize skills development and professional preparation are excluded from Area 4.

*The CSU requires students to complete General Education courses in the Social and Behavioral Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area 4 courses in different disciplines, or 2) taking two lower-division Area 4 courses in the same discipline and an UD Area 4 upper-division GE course in a different discipline.*

## **GE Area 4 Learning Outcomes**

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

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts; and
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

## **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.

## **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 Requirements and Assignments

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Welcome to History 15 online!

This course is a one-semester survey of US History, hence the name Essentials of US History.

I have broken the course into modules matching each week, but giving you Thanksgiving week off.

In each module, I will reference the Chapters in the OER textbook covering the topics. This book is downloadable in the "Files" section.

I will also load episodes of "Crash Course in History" to view on the same subjects. Occasionally, I will make a video for you to also view. These will be in the Modules for each week. Go to the "Modules" section to see the complete list.

I have a major topic or topics for each module, with identified chapters in the text to begin your study of the topics. The crash course videos will help give a better understanding of the topics. Each video is about 15 minutes long, so they are easy to view.

I will create essay questions on the topics for each of the four exams or midterms. On the day of the exam, it will be available at 9:00 AM of that day (a Friday), and close by noon the next day. Each exam is on a Friday. Once you open the exam, you will have 100 minutes to answer two of three questions listed. They may be submitted late, but I will take off points for every 2 hours late. So, I suggest you begin the exam by 10:00 Saturday morning at the latest.

Here is a more comprehensive syllabus for the class:

[Online syllabus History 15, F25.docx](#)

Grades: There will be four exams, equal in weight. They are broken out to take every four weeks, and will be open to take on Fridays at the end of Modules 4, 8, 12 and 15. See the Assignments section for the details of each test.

You will also have two written papers to complete, one due on October 13th, and the other on December 8th.

The grade scale is pretty simple: Four exams, 40 pts each = 160 pts. Two papers 20 pts each = 40 pts. Total for the course = 200 pts.

The exact point break down is as follows:

A 188-200	C+ 152-159	D- 120-123
A- 180-187	C 144-151	F 0-119
B+ 174-179	C- 140-143	
B 166-173	D+ 132-139	
B- 160-167	D 124-131	

I will have a zoom office hour available at least once a month. Check the Announcements, as I give the time and zoom code, trying to vary the times to accommodate you. You are not required to meet, this is just if you have questions about the course, grades, etc.

The best email to reach me at is: [eric.narveson@evc.edu](mailto:eric.narveson@evc.edu) I look at this email every day.

You can also cc me at [eric.narveson@sjsu.edu](mailto:eric.narveson@sjsu.edu) as well. I may not read that email every day.

## University Policies

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Per [University Policy 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](#) web page. Make sure to visit this page to review and be aware of these university policies and resources.