San José State University
College of Social Sciences/ History Department
History 15A (43979) Essentials of U.S. History, Section 6, Fall 2018

Course and Contact Information
Instructor:       Ray Buyco
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Email:           raymand.buyco@sjsu.edu *(Canvas message preferred)
Office Hours:     TTh, 3-4pm, and by appointment
Class Days/Time:  TTh 12-1:15pm
Location:        DMH 150
GE/SJSU Studies Category US1 & D2
Peer Connections SI Leader Alizeh Raza
SI Leader Email  alizeh.raza@sjsu.edu

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).

From the SJSU GE Guidelines (S14-5): In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political system in which you live. This course will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. The focus of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

Course Goals
CG1: Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

CG2: Courses in American Institutions will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

CG3: Social Science sources should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.
GE Learning Outcomes (GELO):

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 exams, and written analyses on primary sources.

2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by written analyses on primary sources, and quizzes on the reading.

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 quizzes on the reading, written analyses on primary sources, multiple-choice and essay exams.

4. GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by written analyses on primary sources, book activity, quizzes on the reading, multiple-choice and essay exams.

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 written analyses on primary sources, quizzes on the reading, multiple-choice and essay exams.

Course Learning Outcomes (CLO)

1. CLO 1: Distinguish between primary and secondary materials and decide when to use each. Assessed by written analyses on primary sources, and in-class activity.

2. CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence. Assessed by written analyses on primary sources, and multiple-choice and essay exams.

3. CLO 3: Identify and summarize other scholars’ historical arguments. Assessed by in-class polls, quizzes on the reading, and multiple-choice and essay exams.

4. CLO 4: Apply historical knowledge and analysis to contribute to contemporary social dialogue. Assessed by in-class polls, written analyses on primary sources, and class activities.

5. CLO 5: Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed. Assessed by written analyses on primary sources and multiple-choice and essay exams.

6. CLO 6: Read the history text, study and take notes and then apply the knowledge in class. Assessed by in-class activities, multiple-choice and essay exams.

Required Texts/Readings

Textbook

We will use an online textbook: REVEL for *American Stories: A History of the United States, Combined -- Access Card*, 4/E, ISBN: 9780134625768. You will access this through Canvas. An optional printed copy can be ordered for use with the online content. There is also a REVEL app.
available for use with your smart phone. Watch this video to get started: https://www.youtube.com/watch?v=QCe_-KnyZs4&feature=youtu.be

Other Required Readings (Available in the Spartan Bookstore)


Other Technology Requirements & Equipment

You will need access to a computer, iPad or other device and a good connection to the internet to complete the weekly homework assignments.

Course Requirements and Assignments

University’s Credit Hour Requirement: 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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Send me a message through canvas asking for permission to record the lectures.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Total Course Points: 1000=100%

1.) Midterm Exam #1 (20% of grade):
1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

2.) Midterm Exam #2 (20% of grade):
1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

*Note on Exams: Bring a Scantron T&E 200 form and one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!
Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and workshops.; 2) Think about broader issues and connections between all of the material covered in the course.

4.) Revel Chapter Reading and Quizzes (10% of grade):

You should come to class having done all the assigned reading before lecture, taken the quizzes by the due date, and completed the reading and homework for the assigned primary sources before class.

Note: You cannot make up a quiz, so be sure you complete it on time.

5.) Primary Source Homework (10% of grade):

Read the weekly assigned primary sources in Revel and submit by the due date in the assignment portal in Canvas. All the sources for the week should be submitted in one file. Please copy and past the questions and answer briefly but fully. The purpose of this assignment is to prepare you for discussion.

6.) Presentations, (8% of the grade):

*Presentations: A group or groups will present their analysis of an assigned primary source(s) almost every class, or at least every week. You will be assigned to four presentation groups throughout the semester.

Your assigned group should communicate online through the group’s Canvas homepage or Google Drive to create their PowerPoint presentation. You should keep background information to a minimum, and focus your presentation on the source itself. You can answer a couple of important questions from the homework, then ask the class a two questions that will trigger a discussion. Try to ask conceptual questions that inspires discussion on how the source is significant to the present. Plan on making your presentation five minutes long. The following discussion should also be five minutes long.

Your group will upload their powerpoint for a group grade on the group home page. You will also do a brief and confidential peer review on your group mates (details on Canvas).

PowerPoints (please bring a computer. If you have a newer macbook, you’ll need an adapter)

Use bullet points with minimal text. Do not read off the powerpoint. Use note cards or your phone or iPad for your cues. Non-presenters be prepared to discuss primary sources. Note: some presentations may be pushed to the next class. Be prepared either way.

Participation:

Take advantage of opportunities to participate actively formulating the PowerPoint with your assigned presentation group, and in the class. Here are excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others’ thoughts, participating in small group activities (including presentations).

7.) Quizzes and homework on Other Assigned Reading, Narrative of the Life of Frederick Douglass, An American Slave & Coming of Age in Mississippi (12%):

Bring a T&E 200 Scantron form!

*Note: A valid, documented excuse, is required to make up these quizzes. For example, if sick, a doctor’s note is required.
You submit ten discussion “questions and observations” on canvas before each of two class sessions when we will take the quiz and discuss the book. Have either electronic or paper access to this homework in class for the discussion.

Being unprepared to discuss the book will further damage your participation and exam grades.

**Note:** Under certain circumstances, and regardless of the percentage points listed above, a student’s contributions and academic curiosity (or lack thereof) may influence that student’s final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An “A” grade requires more than good test-taking and essay-writing.

8.) **Final Exam (20% of grade):**

1/4 Multiple Choice, 1/2 Short Essays (not cumulative) & 1/4 Cumulative Long Essay focusing on themes covered throughout the semester in lecture and discussion.

*Note on Exams:* Bring a Scantron T&E 200 form and one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and workshops.; 2) Think about broader issues and connections between all of the material covered in the course.

**Grading Information**

Grading will be A-F.

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing (“F”):

A+ = 98 – 100%  B+ = 88 – 89.9%  C+ = 78 – 79.9%  D+ = 68 – 69.9%
A = 92 – 97.9%  B = 82 – 87.9%  C = 72 – 77.9%  D = 62 – 67.9%
A- = 90 – 91.9%  B- = 80 – 81.9%  C- = 70 – 71.9%  D- = 60 – 61.9%

**Grade Symbols and Values:**

A+: 4.0; A: 4.0; A-: 3.7; B+: 3.3; B: 3.0; B-: 2.7;
C+: 2.3; C: 2.0; C-: 1.7; D+: 1.3; D: 1.0; D-: .7; F: 0

Grades are determined by the total number of points earned out of 1000 possible course points.

The midterms and final exam are worth 200 points each (600 points total), the two book quizzes are worth 50 points each (100 points total), Presentations and Participation together are worth 100 points, and all Revel quizzes and assignments are worth 200 points.

**Grade Checks**

In general, you should keep track of your own grade by checking Canvas, and/or keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you’ll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.
Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons. You will need a documented excuse to be officially excused. Forged doctors notes are grounds for being reported to Academic Late assignments will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of documented illness or documented unforeseeable circumstances. If such circumstances arise, you should contact me immediately. Revel Assignments will not be extended except for documented illness or documented unforeseen circumstances.

**Contacting Professor Buyco**

**Office Hours**
I strongly encourage you to visit me during my office hours. You’re welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

*Canvas*

*Canvas is the preferred method* of electronic communication. Because you are identified automatically, the usual business (email) formalities are waved.

I request that you post a profile photo on Canvas—this helps me learn your name more quickly.

I will respond to your Canvas message within 48 hours.

If you use email, let me know what class and what section you are in.

**Peer Connections**

Peer Connections’ free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. In addition, Peer Connections supplemental instruction (SI) leaders assist professors in select courses by running study groups and review sessions. Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections' website at http://peerconnections.sjsu.edu for more information.

**Classroom Protocol**

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

You are expected to arrive to class on time. Cell phones must be on silent and must be put away for the duration of the class! Tablets and computers are allowed only for taking lecture or discussion notes. Close all applications except the one that allows note taking.
Please refrain from talking when I begin to lecture. During the discussion sections, discuss only the in-class assignment at hand.

I reserve the right to penalize repeat offenders by lowering the offender’s grade.

**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 at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

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**Course Schedule**

*The schedule is subject to change with fair notice via email and in class.*

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| 1    | T 8/21| Introduction to the Course  
“*The Syllabus, Explained*”                                                                 |
|      | Th 8/23| **The American Revolution and Constitution, 1750-1790**  
Lecture/Discussion:: Before the American Revolution |
| 2    | M 8/27| Revel Reading/Quizzes: Ch 4, 5  
Revel Sources & Questions (submit answers on canvas):  
SC.5.4 Thomas Paine, “*Common Sense*,” 1776;  
SC.5.6 Slaves Petition the Governor of Massachusetts to End Slavery (1774) |
|      | T 8/28| **The American Revolution and Constitution, 1750-1790**  
Lecture/Discussion: The American Revolution |
|      | Th 8/30| **Founding of a Nation**  
Lecture/Videos/Discussion: Founding of a Nation  
Reading: |
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| 3    | M 9/3  | Revel Reading/Quizzes: Chapter 6, 7  
Revel Sources & Questions (submit answers on canvas):  
SC.6.4 Publius (James Madison), Federalist Paper #10, 1788  
SC.6.5 Patrick Henry Speaks Against Ratification of the Constitution, 1788  
SC.7.4 George Washington, Farewell Address 1796  
SC.7.5 The Alien and Sedition Acts (1798)  
T 9/4  | Lecture/Discussion: Founding of a Nation/Securing the Republic  
Th 9/6  | The Early American Republic, 1790-1815  
Lecture/Discussion: Securing the Republic |
| 4    | M 9/10 | Revel Reading/Quizzes: Chapter 8, 9  
Revel Sources & Questions (submit answers on canvas):  
SC.8.8 Artifacts as Evidence: Thomas Jefferson’s Bible  
SC.9.3 Thomas Jefferson, Thomas Jefferson Reacts to the “Missouri Question,” 1820  
SC.9.4 John Marshall, Opinion of the Supreme Court, McCulloch v. Maryland (1819)  
SC.9.6 Artifacts as Evidence: Erie Canal Plates  
T 9/11 | The North, 1815-1860  
Lecture/Discussion: The Market Revolution, 1800-1840  
Reading: |
|      | Th 9/13| Lecture/Discussion: Democracy in America 1815-1840 |
| 5    | M 9/17 | Revel Reading/Quizzes: Chapter 10, 11  
Revel Sources & Questions (submit answers on canvas):  
SC.9.5 James Monroe, The Monroe Doctrine (1823)  
SC.10.1 Andrew Jackson, First Annual Message to Congress (1829)  
SC.10.5 Alexis de Tocqueville, Democracy in America (1836)  
SC.10.7 Artifacts as Evidence: Private Bank Note  
T 9/18 | Lecture/Discussion: Democracy in America 1815-1840 (cont.)  
Th 9/20 | Reform Impulse  
Lecture/Discussion: Reform Impulse  
Reading: |
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| 6    | M 9/24 | **Revel Reading/Quizzes:** Chapter 12, 13  
Revel Sources & Questions (submit answers on canvas):  
SC.11.2 Harriet Jacobs, A Slave Girl Tells of Her Life, 1861  
SC.11.3 George Fitzhugh, The Blessings of Slavery (1857)  
SC.11.4 Henry Watson, A Slave Tells of His Sale at Auction, 1848  
SC.12.3 David Walker, A Black Abolitionist Speaks Out, 182  
SC.13.1 Thomas Corwin, “Against the Mexican War,” 1847  
Lecture/Discussion: TBA  
MIDTERM #1 (bring one clean Green Book and a Scantron) |
|      | T 9/25 |  |
|      | Th 9/27|  |
| 7    | M 10/1 | **Revel Reading/Quizzes:** Chapter 14, 15  
Revel Sources & Questions (submit answers on canvas):  
SC.12.4 Elizabeth Cady Stanton, Declaration of Sentiments and Resolutions, Woman’s Rights Convention, Seneca Falls, New York, 1848  
SC.14.1 Clay and Calhoun, The Compromise of 1850  
SC.15.1 South Carolina Declaration of the Causes of Secession, December 24, 1860  
SC.15.3 Abraham Lincoln, Gettysburg Address, 1863  
Lecture/Discussion: War with Mexico  
The Civil War and Reconstruction, 1860-1877  
Lecture/Discussion: The Civil War, 1861-1865 |
|      | T 10/2 |  |
|      | Th 10/4|  |
| 8    | M 10/8 | **Revel Reading/Quizzes:** Chapter 16, 17  
Revel Sources & Questions (submit answers on canvas):  
SC.16.1 State of Mississippi, Black Code, 1865  
SC.16.4 Albion W. Tourgee, Letter on Ku Klux Klan Activities, 1870  
SC.16.5 The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, 1865–1870  
SC.17.1 Chinese Exclusion Act (1882)  
Reconstruction  
Lecture/Discussion: Reconstruction, 1865-1877  
Reading:  |
|      | T 10/9 | Quiz & Discussion: *Narrative of the Life of Frederick Douglass*  
Due: Ten Questions/observations about the book |
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| 9    | M 10/15| **Revel Reading/Quizzes:** Chapter 22, 23  
**Revel Sources & Questions (submit answers on canvas):**  
SC.22.5 Samuel Gompers, The American Labor Movement Its Makeup, Achievements and Aspirations, 1914  
SC.23.4 Eugene V. Debs, from “The Outlook for Socialism in America,” 1900  
SC.23.5 Woodrow Wilson, from The New Freedom (1913)  
SC.23.6 Theodore Roosevelt, from “The New Nationalism” (1910) |
|      | T 10/16| **The Gilded Age and the Progressive Era, 1877-1914**  
**Lecture/Discussion:** The Gilded Age  
**Reading:** |
|      | Th 10/18| **Lecture/Discussion:** The Progressive Era  
**Reading:** |
|      |        | **Revel Sources & Questions (submit answers on canvas):**  
SC.24.4 Espionage Act (1917)  
SC.24.5 Woodrow Wilson, The Fourteen Points (1918)  
SC.24.6 Woodrow Wilson, War Message to Congress (1917)  
SC.25.1 Margaret Sanger, Family Planning, 1926 |
| 10   | M 10/22| **Revel Reading/Quizzes:** Ch 24, 25  
**Revel Sources & Questions (submit answers on canvas):**  
SC.26.1 Franklin D. Roosevelt, First Inaugural Address (1933)  
SC.26.6 Frances Perkins and the Social Security Act, 1935, 1960  
SC.27.2 Franklin D. Roosevelt, “The Four Freedoms,” 1941  
SC.27.5 Supreme Court Opinions in Korematsu v. United States, 1944 |
|      | T 10/23| **WWI and the 1920s**  
**Lecture/Discussion:** WWI  
**Reading:** |
|      | Th 10/25| **Lecture/Discussion:** The 1920s |
| 11   | M 10/29| **Revel Reading/Quizzes:** Ch 26, 27  
**Revel Sources & Questions (submit answers on canvas):**  
SC.26.1 Franklin D. Roosevelt, First Inaugural Address (1933)  
SC.26.6 Frances Perkins and the Social Security Act, 1935, 1960  
SC.27.2 Franklin D. Roosevelt, “The Four Freedoms,” 1941  
SC.27.5 Supreme Court Opinions in Korematsu v. United States, 1944 |
|      | T 10/30| **The Great Depression, 1929-1941**  
**Lecture/Discussion:** The Great Depression/The New Deal |
|      | Th 11/1| **WWII and the Cold War, 1941-1972**  
**Lecture/Discussion:** WWII |
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| 12   | M 11/5   | Revel Reading/Quizzes: Ch 28  
Revel Sources & Questions (submit answers on canvas):  
SC.28.4 Winston Churchill, “Iron Curtain” Speech, March 5, 1946  
SC.28.5 George Kennan, The Long Telegram (1946)  
SC.28.6 Harry S. Truman, The Truman Doctrine, 1947  
Lecture/Discussion: The Cold War  
MIDTERM #2  |
| T 11/6 |          |                                                                                                         |
| Th 11/8 |          |                                                                                                         |
| 13   | M 11/12  | Revel Reading/Quizzes: Ch 29, 30  
Revel Sources & Questions (submit answers on canvas):  
SC.29.1 Southern Manifesto on Integration (1956)  
SC.29.3 Brown v. Board of Education of Topeka, Kansas, 1954  
SC.29.4 Jo Ann Gibson Robinson, Montgomery Bus Boycott, 1955  
SC.30.2 John F. Kennedy, Inaugural Address, 1961  
Post War America, 1945-1972  
Lecture/Discussion: The Affluent 1950s  |
| T 11/13 |          |                                                                                                         |
| Th 11/15 |         | Civil Rights &  
Lecture/Discussion: 1960s: LBJ, Civil Rights  
Reading:                                                                 |
| 14   | M 11/19  | Revel Reading/Quizzes: Ch 31  
Revel Sources & Questions (submit answers on canvas):  
SC.30.4 Lyndon B. Johnson, The War on Poverty, 1964  
SC.30.6 The Civil Rights Act of 1964  
SC.31.3 Jimmy Carter, “Crisis of Confidence” (1979)  
SC.31.5 House Judiciary Committee’s Conclusion on Impeachment, 1974  
The Conservative Turn, 1972-2000  
Lecture/Discussion: 1970s: Nixon  |
| T 11/20 |          |                                                                                                         |
| Th 11/22 |         | Lecture/Videos/Discussion 1970s: Ford, Carter  |
| 15   | 11/26    | Revel Reading/Quizzes: Ch 32  
Revel Sources & Questions (submit answers on canvas):  
SC.31.6 Roe v. Wade (1973)  
SC.31.7 Ronald Reagan, First Inaugural Address, 1981  
SC.31.8 Richard Viguerie, Why the New Right is Winning (1981)  
The Changing American Economy, 1972-present  
Lecture/Discussion 1980s: Reagan & Reaganomics/ End of Cold War  |
<p>| T 11/27 |          |                                                                                                         |
| Th 11/29 |         | Thanksgiving (No class)  |</p>
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| 16   | M 12/3     | **Revel Sources & Questions (submit answers on canvas):**  
|      |            | SC.32.1 Anthony Kennedy, Opinion of the Court in Obergefell v. Hodges (2015)  
|      |            | SC.32.3 Bill Clinton, Answers to the Articles of Impeachment, January 11, 1999  
|      |            | SC.32.4 George W. Bush, Address to Congress, September 20, 2001  
|      |            | SC.32.5 Barack H. Obama, A More Perfect Union (2008)  
|      |            | SC.32.6 Pres. Obama Delivers a Statement on the Ferguson Grand Jury’s Decision Not to Bring Charges (2014)  
| T 12/4 |           | **Quiz/Discussion:** *Coming of Age in Mississippi*  
| Th 12/6 |           | **Due:** Ten Discussion Observations and/or Questions on *Coming of Age in Mississippi*  
| 17   | F 12/14    | **FINAL EXAM: 9:45AM-12PM**  
