

San José State University
College of Social Sciences/ History Department
HIST 15 - 04 (49766), Essentials of U.S. History, Section 4, Fall 2022

Course and Contact Information

Instructor: Ray Buyco
Office Location: Zoom
Telephone: 408-924-5517
Email: **Use Canvas messaging for most communication**
Use raymand.buyco@sjsu.edu when copying me on a message to ecampus@sjsu.edu about technical issues with Canvas.

Office Hours: M 3-4pm and Th 10:30am-11:30am
Class Days/Time: MW 10:30-11:45am
Location: Washington Square Hall 207
GE/SJSU Studies Category US1 & D2
Peer Connections SI Leader Joshua Ng
SI Leader Emails: joshua.ng01@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 Format

Technology Intensive

Technology Requirements

Students are required to have an electronic device (laptop, phone, or tablet), and a reliable internet connection. We will use electronic participation activities in class regularly.

Learning Outcomes and Course Goals

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):

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 exams, and written analyses on primary sources followed up with online and in-class discussions.
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 written analyses on primary sources, online and in-class discussions, and 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, online and in-class discussions, and multiple-choice and essay exams.

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. 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, online and in-class discussions, 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

Shi, David Emory, *America: A Narrative History*, Brief (Combined), 12ed., (New York: WW Norton, 2022)*

Specific Primary Sources are also required and are included in the textbook associated online reader as part of the textbook package on Canvas.

*The textbook materials for your course are now available in digital format through Canvas, and the cost will be reflected on your student account.

Other Required Readings (Available in the Spartan Bookstore)

Douglass, Frederick, *Narrative of the Life of Frederick Douglass, An American Slave*, 3rd ed., (Boston: Bedford/St. Martin's, 2003), ISBN: 9781319048891

(Available in the Spartan Bookstore)

Other readings will be assigned later in the semester (TBA).

Other equipment / material requirements

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

Course Requirements and Assignments

“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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

1.) Honesty Agreement:

Students must review and sign an honesty agreement before they can participate in this course.

2.) In-Class Lecture Quizzes (10% of grade):

Open note, timed multiple choice quizzes, focusing on themes covered in lecture and discussion, given regularly sometime during class. Students will be allowed to use their own handwritten class notes, but will not be allowed to surf the web. ***These quizzes must only be taken while physically present in class. *Taking the quizzes without being physically present will be considered academic dishonesty.*

3.) Midterm & Final* Exams (40% of grade):

Essay questions focusing on themes covered in lecture and discussion.

The midterm and final exams will be conducted in-class during a specified date and time (see course schedule), and students will be allowed to use one page, front and back, of their own handwritten notes only. You will turn in these notes along with your exam.

*Final Exam is not cumulative except for the cumulative essay question, and that will satisfy the following requirement:

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

****Protocol on in-class Exams:**

- 1.) Bring a new, clean, greenbook (do not write on or in it) to the exam and give it to the professor.
- 2.) Put all your electronic devices (phone, tablet, computer, apple watch, cameras etc.) in your backpack. Put everything else in your backpack except your writing instrument, and one page of handwritten notes.
- 3.) Leave your backpack in the front of the classroom.
- 4.) Collect the exam and a greenbook from the professor and sit down to take the exams.

*****Preparing for quizzes & exams:**

- 1) Review notes from lectures after every class and weekly
- 2) Go to SI Sessions regularly (optional, but highly recommended)
- 3) Think about broader issues and connections between all of the material covered in the course.
- 4) Condense your notes to one hand written page, front and back, the weekend before the exams.

3.) Semester Paper (20% of grade):

Paper: Students will write a 750-1000 word history paper, using at least two primary sources (documents) either from our online reader (found in the ebook), *Narrative of the Life of Frederick Douglass* (counts as a primary source) or other relevant primary

sources. Question on the definition of a primary source? https://www.thesaurus.com/e/writing/primary-source-vs-secondary-source/?itm_source=parsely-api

No secondary sources are to be used. The goal is to analyze your selected primary sources individually and collectively, and then write an argument and historical narrative based on that analysis.

4.) Chapter Reading, Primary Source Reading, All Assigned Online Quizzes & homework (20% of grade):

You should come to class having done all the assigned textbook chapter and quizzes by the due date.

Read the weekly assigned primary sources and do the worksheet homework by the due date.

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

5.) In-class Activities, Canvas Discussions and Quizzes and Homework on other assigned reading (10%):

There are regular discussions on Canvas that you will be required to participate in. We will also have discussions in class. Expressing your take and analysis on the material will help you in terms of having a complete understanding the material. You will also aid to the collective understanding of the material.

Take advantage of opportunities to participate. 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.

*****Note on Missing Scheduled Exams:** A valid, documented excuse, is required to make up quizzes and exams. For example, if sick, a doctor's note is required. Excuses for required academic or athletic events that interfere with classwork or exams must be authorized by an administrator or an appropriate counselor or faculty member in writing, well in advance.

Final Examination or Evaluation

Final Exam is not cumulative except for the cumulative essay question in order to satisfy the following requirement:

University policy S17-1

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Academic Dishonesty

Students who are suspected of cheating during an exam or quiz will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

Grading Information

Determination of Grades

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

Grade Symbols and Values:

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

Grade will be weighted as follows:

In-Class Lecture Quizzes (10%)

Midterm & Final Exams (40%)

Semester Paper (20%)

Chapter Reading, Primary Source Reading, All Assigned Online Quizzes & homework (20%)

In-class Activities, Canvas Discussions and Quizzes and Homework on other assigned reading (10%)

***Caution:** Canvas grades can be misleading until the very end of the semester as the final, the last Macmillan grade sync, in-class Activities, and other assignment grades need to be factored in. Feel free to come to office hours or make an appointment to discuss your progress in this course.

****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.

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 Canvas message 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. In general I do not discuss grades by email; I prefer discussing grades during office hours or by appointment.

We can discuss specific questions/concerns about assignment/exam grades on Canvas by Canvas message, but it is always better to meet on Zoom.

Contact Professor Buyco by Canvas 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 the Office of Student Conduct and Ethical Development. <http://www.sjsu.edu/studentconduct/students/>

Macmillan quiz assignments cannot be made up or extended except for documented illness or documented unforeseen circumstances.

Other 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.

Classroom Protocol

Masks are required until the university administration tells us they are optional

Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, and in-class exercises. I encourage you to ask questions during lectures. Because most of our time together will be interactive, your participation will be essential.

In order to make our class discussions and activities successful, you should complete all required readings and homework assignments before each class period, and bring these readings to class with you.

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.

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.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.

University policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

University Policies

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 (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy <https://www.sjsu.edu/senate/docs/F15-7.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. Visit the Student Conduct and Ethical Development website for more information.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Course Schedule

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

Table 2

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/22	Introduction
	W 8/24	Lecture/Discussion: Rising Expectations
	F 8/26	Reading/Assignments: Week 1 Module
2	Su 8/28	The American Revolution Reading/Assignments: Week 2 Module, Ch 4 & 5, Primary Sources: General George Washington, Letter to Governor George Clinton of New York, 1778; Pennsylvania - An Act for the Gradual Abolition of Slavery, 1780; Treaty of Paris (1783); Writings on African American Participation in the American Revolution (1775); John Adams, "Thoughts on Government." (1776); Images
	M 8/29	Lecture/Discussion: The American Revolution
	W 8/31	Lecture/Discussion: The American Revolution
3	M 9/5	Labor Day (class does not meet)
	T 9/6	Founding of the Nation Reading/Assignments: Week 3 Module, Ch 6, Primary Sources: Thomas Jefferson, "Query XIX" from Notes on the State of Virginia, 1784; The Virginia and Kentucky Resolutions, 1798-1799; Federalist 21: Hamilton Lists the weaknesses of the Articles of Confederation (1787); A Proclamation of Shaysite Aggrievances (1786); Arguments Against Ratification of the Constitution at the Virginia Convention (1788); Madison's Defense of the Constitution at the Virginia Convention (1788); Hamilton Argues for the Constitutionality of the National Bank (February 15, 1791); Jefferson Argues Against the Constitutionality of a National Bank (February 23, 1791); Franklin's Address on Slavery (November 9, 1789); Vindication of the Rights of Women (1792); Alien and Sedition Acts (July 6, 1798); Images
	W 9/7	Lecture/Discussion: Founding of a Nation

Week	Date	Topics, Readings, Assignments, Deadlines
4	Su 9/11 M 9/12 W 9/14	<p>Securing the Republic/Market Revolution Reading/Assignments: Week 4 Module, Ch 7 & 8; Primary Sources: Thomas Jefferson's First Inaugural Address, 1801; Harriet Robinson on the Women Who Worked at Lowell, 1898; The Story of German Immigrants in Missouri and Illinois (1833); The Irish in America (1867); Images</p> <p>Lecture/Discussion: Founding of a Nation/Securing the Republic</p> <p>Lecture/Discussion: The Market Revolution, 1800-1840</p>
5	Su 9/18 M 9/19 W 9/21	<p>Democracy in America/Reform Impulse Reading/Assignments: Week 5 Module, Ch 9 & 10; Primary Sources: The Monroe Doctrine, 1823; Marbury v. Madison (1803); McCulloch v. Maryland (1819); "Reflections on the Missouri Question," John Quincy Adams (1820); The Missouri Compromise (1820); Chief John Ross, "The Chief's Annual Message," October 24, 1831; Andrew Jackson's Message to Congress on Indian Removal, 1830; Alexis de Tocqueville, "Of the Gravity of the Americans, and Why It Does Not Prevent Them from Often Committing Inconsiderate Actions," 1840; Images</p> <p>Lecture/Discussion: Democracy in America 1815-1840</p> <p>Lecture/Discussion: Abolitionism</p>
6	Su 9/25 M 9/26 W 9/28	<p>Reform Impulse and Manifest Destiny Reading/Assignments: Week 6 Module, Ch 11, 12, 13, Primary Sources: Harriet Jacobs, Incidents in the Life of a Slave Girl, 1861 Catharine Beecher, A Treatise on Domestic Economy, 1841; Thomas R. Dew Defends Slavery (1852); Declaration of Sentiments of the American Anti-Slavery Society, William Lloyd Garrison (1833); Margaret Fuller's "Woman in the Nineteenth Century" (1845); Ralph Waldo Emerson, "Self Reliance" (1840); Declaration of Sentiments and Resolutions, Seneca Falls Convention (1848); Sojourner Truth, Address to the Women's Rights Convention (1851); Images</p> <p>Lecture/Discussion: Women's Movement/War with Mexico</p> <p>Lecture/Discussion: Frederick Douglass Quiz <i>Narrative of the Life of Frederick Douglass</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Su 10/2	The Civil War and Reconstruction, 1860-1877 Reading/Assignments: Week 7 Module, Ch 14 & 15; Primary Sources: Abraham Lincoln, Second Inaugural Address, 1865, Frederick Douglass, "Why Should a Colored Man Enlist?" (1863); First Draft of the Emancipation Proclamation (July 1862); Final Draft of the Emancipation Proclamation (September 22, 1862); Major General George Meade's Account of the Battle of Gettysburg, October 1, 1863; Robert E. Lee's Account of the Battle of Gettysburg, July 31, 1863; 13th Amendment; 14th Amendment; 15th Amendment; General William Sherman's Special Field Order 15 (1865); The Civil Rights Bill (1866); images
	M 10/1	Lecture/Discussion: The Civil War, 1861-1865
	W 10/3	Lecture/Discussion: Reconstruction, 1865-1877
8	Su 10/9	The Gilded Age and the Progressive Era, 1877-1914 Reading/Assignments: Week 8 Module, Ch 16, 17, & 18
	M 10/10	Lecture/Discussion: The Gilded Age
	W 10/12	MIDTERM (American Revolution through Reconstruction) Bring Large, New & Clean Greenbook
9	Su 10/16	Progressive Era/WWI Reading/Assignments: Week 9 Module, Ch 19, 20, & 21, Primary Sources: Declaration of War (1898), President William McKinley; Platform of the American Anti-Imperialist League (1899); How the Other Half Lives by Jacob Riis, 1890; The Jungle (1906), Upton Sinclair; The Sedition Act of 1918; The Fourteen Points (1918); Images
	M 10/17	Lecture/Discussion: The Progressive Era
	W 10/19	Lecture/Discussion: WW1
10	Su 10/23	1920s & The Great Depression Reading/Assignments: Week 10 Module, Ch 22 & 23, Primary Sources: "Keep the Consumer Dissatisfied" by Charles F. Kettering, 1929; The Lafollette Platform of 1924; Complaint about Mexican Immigrants to Arizona Senator, 1934; Interview about the Mexican family, discrimination against Mexicans, and life in the FSA camp, 1941; FDR's First Inaugural Address (1933); "Share Our Wealth" (1935), Huey Long; Images
	M 10/24	Lecture/Discussion: 1920s
	W 10/26	Lecture/Discussion: The Great Depression/The New Deal

Week	Date	Topics, Readings, Assignments, Deadlines
11	Su 10/30	WWII and the Cold War Reading/Assignments: Week 11 Module, Ch 24 & 25; Primary Sources: U.S. War Department, "You're Going to Employ Women" Pamphlet, 1943; Lt. Col Jessie Rice, Letter on Mexican Immigrants in the Women's Auxiliary Army Corps, 1944; Joseph Grew's Analysis of Japanese Imperialism (1937); Roosevelt's Four Freedoms Speech (1941); Korematsu v. US (1944); George Kennan, The Long Telegram, 1946; The Truman Doctrine (1947); Executive Order 9981 (1948); Images
	M 11/1	Lecture/Discussion: WWII
	W 11/3	Lecture/Discussion: The Cold War
12	Su 11/13	Post War America, 1945-1972 Reading/Assignments: Week 12 Module, Ch 26; Primary Sources: U.S. Supreme Court Decision in Brown v. Board of Education, Topeka, Kansas (1954); Brown V. Board of Education (May 17, 1954); Southern Manifesto (1956); Images
	M 11/14	Lecture/Discussion: The Cold War/The Affluent 1950s
	W 11/16	Lecture/Discussion: The Affluent 1950s/Civil Rights
13	Su 11/20	Civil Rights & The Great Society Reading/Assignments: Week 13 Module, Ch 27 & 28; Primary Sources: The Civil Rights Act of 1964 (July 2, 1964); Griswold v. Connecticut (June 7, 1965); Loving v. Virginia (June 12, 1967); Articles of Impeachment For Richard M. Nixon (July 27, 1974); Roe v. Wade (January 22, 1973); Justice Thurgood Marshall Dissents From San Antonio School District v. Rodriguez (March 21, 1973); Images
	M 11/21	Lecture/Discussion: 1960s: Civil Rights, The Great Society
	W 11/23	Non-Instructional Day, Campus Open
14	Su 11/27	The Conservative Turn Reading/Assignments: Week 14 Module, Ch 29; Primary Sources: California Proposition 187 - Limits the Privileges and Rights of Legal Aliens; North American Free Trade Agreement, Preamble (September 6, 1992); Republican "Contract With America" (September 27, 1994); President George H.W. Bush Speaks to Congress About a "New World Order," (March 6, 1991); Images
	M 11/28	Lecture/Discussion: 1968, Nixon
	W 11/30	Lecture/Discussion: Reagan & the End of the Cold War

