

**San José State University**  
**College of Social Sciences/ History Department**  
**HIST 15 - 05 (28069), Essentials of U.S. History, Section 5, Spring 2022**

**Course and Contact Information**

<b>Instructor:</b>	Ray Buyco
<b>Office Location:</b>	Zoom
<b>Telephone:</b>	408-924-5517
<b>Email:</b>	<b>Use Canvas messaging for most communication</b> Use <a href="mailto:raymand.buyco@sjsu.edu">raymand.buyco@sjsu.edu</a> when copying me on a message either to <a href="mailto:ecampus@sjsu.edu">ecampus@sjsu.edu</a> , or when you contact Macmillan support for textbook quiz issues and need to keep me in the loop.
<b>Office Hours:</b>	MW 1:30-2:30pm (except first W of month) & by appointment
<b>Class Days/Time:</b>	MW 12-1:15pm
<b>Location:</b>	DMH 150
<b>GE/SJSU Studies Category</b>	US1 & D2
<b>Peer Connections SI Leaders</b>	Guadalupe Mendoza, Joshua Ng
<b>SI Leaders Emails:</b>	<a href="mailto:guadalupe.mendoza@sjsu.edu">guadalupe.mendoza@sjsu.edu</a> <a href="mailto:joshua.ng01@sjsu.edu">joshua.ng01@sjsu.edu</a>

**Course Format**

**Technology Intensive, Hybrid, and Online Course**

This course meets in person, but the pandemic may force us online. In that case, we will meet on Zoom.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet), and a reliable internet connection.

**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.

## **Learning Outcomes and Course Goals**

### **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.

## 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.

## Required Texts/Readings

### Textbook

Required: Rebecca Edwards; Eric Hinderaker; Robert O. Self; James A. Henretta, *LaunchPad for America's History* (Six Months Access) 10E, ISBN-9781319305215. You will access quizzes and other homework through Canvas. \*\*Use the same log in email and password you use for Canvas when you create your Launchpad account.

(Available in the Spartan Bookstore)

### 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

Moody, Anne, *Coming of Age in Mississippi*, (New York: Random House, 1992), ISBN: 9780440314882

(Available in the Spartan Bookstore)

### 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

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

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 clean, greenbook 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.

If the Pandemic forces us online, we will use Lockdown Browser w/webcam.

### **\*\*\*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 (15% of grade):**

Paper: Students will write a 3-4 page 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* or *Coming of Age in Mississippi* (counts as one each) 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](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 and All Assigned Online Quizzes (20% of grade):**

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

Read the weekly assigned primary sources and take the associated Macmillan quizzes by the due date. Be prepared to answer discussion questions at the end of the sources in class. The purpose of this assignment is to prepare you for discussion.

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

### **5.) In-class Activities and Canvas Discussions and Quizzes and Homework on *Narrative of the Life of Frederick Douglass, An American Slave & Coming of Age in Mississippi* (15%):**

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 of 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.

You will submit ten discussion "questions and observations" for each of the books (canvas) participate in online discussions on Canvas.

*The quizzes for the two books will be in-class, and are closed book, closed notes (see class schedule). \*\*\*These quizzes must only be taken while physically present in class. Taking the quizzes without being physically present will be considered academic dishonesty.*

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

**\*\*\*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, and that will 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 Policy

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

**\*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!

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 SI2-7*, 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**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **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 10<sup>th</sup> 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.

## Contacting Professor Buyco

**All the information you need for the class will be available on Canvas.**

Additionally, I very rarely use MYSJSU Messaging to communicate with the class. Instead, I will make announcements on Canvas. Please make sure your Canvas notifications are set to notify you by email when I post announcements or send you Canvas messages.

**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 who you are as a person. I will also learn your name more quickly.

I will respond to your Canvas message within 48 hours.

### Email

If you use have to use email for some reason, you must let me know what class and what section you are in.

### Office Hours

I strongly encourage you to visit me during my office hours, (Zoom) especially now, as we are learning remotely. You are 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 (you can view the online videos, check with your classmates for notes if you are absent, or better yet, attend the Peer Connections Supplemental Instruction sessions).

## 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	W 1/26	<b>Introduction</b>
	F 1/28	<b>Reading/Assignments:</b> Week 1 Module
2	Su 1/30	<b>The American Revolution</b> <b>Reading/Assignments:</b> Week 2 Module
	M 1/31	<b>Lecture/Discussion:</b> The American Revolution
	W 2/2	<b>Lecture/Discussion:</b> The American Revolution
3	Su 2/6	<b>Founding of the Nation</b> <b>Reading/Assignments:</b> Week 3 Module
	M 2/7	<b>Lecture/Discussion:</b> Founding of a Nation
	W 2/9	<b>Lecture/Discussion:</b> Founding of a Nation

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	Su 2/13 M 2/14 W 2/16	<b>Securing the Republic/Market Revolution</b> <b>Reading/Assignments:</b> Week 4 Module  <b>Lecture/Discussion:</b> Securing the Republic  <b>Lecture/Discussion:</b> The Market Revolution, 1800-1840
5	Su 2/20 M 2/21 W 2/23	<b>Democracy in America/Reform Impulse</b> <b>Reading/Assignments:</b> Week 5 Module  <b>Lecture/Discussion:</b> Democracy in America 1815-1840  <b>Lecture/Discussion:</b> Abolitionism
6	Su 2/27 M 2/28 W 3/2	<b>Reform Impulse and Manifest Destiny</b> <b>Reading/Assignments:</b> Week 6 Module  <b>Lecture/Discussion:</b> Women's Movement/War with Mexico  <b>Lecture/Discussion:</b> Frederick Douglass <b>Quiz</b> <i>Narrative of the Life of Frederick Douglass</i>
7	Su 3/6 M 3/7 W 3/9	<b>The Civil War and Reconstruction, 1860-1877</b> <b>Reading/Assignments:</b> Week 7 Module  <b>Lecture/Discussion:</b> The Civil War, 1861-1865  <b>Lecture/Discussion:</b> Reconstruction, 1865-1877
8	Su 3/13 M 3/14 W 3/16	<b>The Gilded Age and the Progressive Era, 1877-1914</b> <b>Reading/Assignments:</b> Week 8 Module  <b>Lecture/Discussion:</b> The Gilded Age  <b>MIDTERM</b> (American Revolution through Reconstruction) Bring Large, New & Clean Greenbook
9	Su 3/20 M 3/21 W 3/23	<b>Progressive Era/WWI</b> <b>Reading/Assignments:</b> Week 9 Module  <b>Lecture/Discussion:</b> The Progressive Era  <b>Lecture/Discussion:</b> WWI
10	M 3/28- F 4/1	<b>Spring Break</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	Su 4/3 M 4/4 W 4/6	<b>1920s &amp; The Great Depression</b> <b>Reading/Assignments:</b> Week 11 Module <b>Lecture/Discussion:</b> 1920s <b>Lecture/Discussion:</b> The Great Depression/The New Deal
12	Su 4/10 M 4/11 W 4/13	<b>WWII and the Cold War</b> <b>Reading/Assignments:</b> Week 12 Module <b>Lecture/Discussion:</b> WWII <b>Lecture/Discussion:</b> The Cold War
13	Su 4/17 M 4/18 W 4/20	<b>Post War America, 1945-1972</b> <b>Reading/Assignments:</b> Week 13 Module, <b>Lecture/Discussion:</b> The Affluent 1950s <b>Lecture/Discussion:</b> 1960s: Civil Rights
14	Su 4/24 M 4/25 W 4/27	<b>Civil Rights &amp; The Great Society</b> <b>Reading/Assignments:</b> Week 14 Module, <b>Due:</b> Paper Outline <b>Lecture/Discussion:</b> The Great Society <b>Lecture/Discussion:</b> 1968
15	Su 5/1 M 5/2 W 5/4	<b>The Conservative Turn</b> <b>Reading/Assignments:</b> Week 15 Module <b>Lecture/Discussion:</b> 1970s: Nixon <b>Lecture/Discussion:</b> Ford & Carter
16	Su 5/8 M 5/9 W 5/11	<b>Reagan and the End of the Cold War</b> <b>Reading/Assignments:</b> Week 16 Module, <b>Lecture/Discussion:</b> Reagan & the End of the Cold War <b>Discussion:</b> Frederick Douglass and Anne Moody <b>Quiz:</b> <i>Coming of Age in Mississippi</i>
17	Su 5/15 M 5/16	<b>Due:</b> Final Draft of 4-6 Page Paper (11:59pm) <b>TBA</b>
18	M 5/23	<b>Final Exam:</b> 9:45am-12pm