

**San José State University**  
**College of Social Sciences/ History Department**  
**HIST 15-06 (47330) Essentials of U.S. History, Section 6, Fall 2020**

**Course and Contact Information**

**Instructor:** Ray Buyco  
**Office Location:** Zoom  
**Telephone:** 408-924-5517 (I will not be on campus this semester)  
**Email:** Use **Canvas messaging for most issues**  
Use [raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu) when copying me on a message either to [ecampus.sjsu.edu](http://ecampus.sjsu.edu), or when you contact Macmillan support for textbook quiz issues and need to keep me in the loop.  
**Office Hours:** TTh, 3:15-4:15pm, and by appointment  
**Class Days/Time:** TTh 12-1:15pm  
**Location:** Zoom  
**GE/SJSU Studies Category** US1 & D2  
**Peer Connections SI Leaders** Benjamin Newsome, Guadalupe Mendoza  
**SI Leaders Emails:** [benjamin.newsome@sjsu.edu](mailto:benjamin.newsome@sjsu.edu),  
[guadalupe.mendoza@sjsu.edu](mailto:guadalupe.mendoza@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, Hybrid, and Online Course (Synchronous on Zoom)**

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) for current Wi-Fi options on campus.

## **Class Sessions on Zoom**

### Use of Camera in Class

I request that you turn on your camera when you raise your hand (electronically on Zoom) and speak, but leaving your camera on otherwise is optional. If your camera affects connectivity, you can leave it off.

### Class Sessions on Zoom

From time-to-time, we may record our class sessions for your benefit. I will announce that we will record in advance of the class session, or at the very least, at beginning of class.

\*Note: I will produce my own lecture review videos but I will also occasionally record the class lecture and share them on canvas.

*University policy (S12-7)* requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you might allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).

### Zoom Classroom Etiquette

I request that you turn on your camera when you raise your hand (electronically on Zoom) and speak, but leaving your camera on otherwise is optional. If your camera affects connectivity, you can leave it off.

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

**\*\*Students are not allowed to record without instructor permission**

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.

## **Online Exams**

### Proctoring Software and Exams

Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

### Testing Environment: Setup

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well-lit environment. Can see the students' eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.

### Testing Environment: Scan

Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include:

- the desk/work-space
- a complete view of the computer including USB ports and power cord connections
- a 360-degree view of the complete room

Students must:

- Remain in the testing environment throughout the duration of the test.
- Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam

### Technical difficulties

Internet connection issues:

Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Immediately email [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) and copy the instructor ([raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu)) a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Contact the SJSU technical support for Canvas:

Email: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu)

Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

### Academic Dishonesty

Students who are suspected of cheating during an exam 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.

### **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, 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).

### 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.

### **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 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)**

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**

We will use a textbook with an online component:

Edwards, Rebecca, *America's History*, Value Ed. (Combined Volumes 1 and 2) (Boston: Bedford/St. Martin's, 2018), w LaunchPad for America's History (Six Months Access) ISBN-9781319196745. You will access quizzes and other homework through Canvas.

Note: You can just buy the launchpad through Macmillan, or through Canvas. The bookstore has everything else.

### **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

**\*Note:** Check Spartan Bookstore for discounted package deals on all the books. Launchpad is available through Canvas or Macmillan.

### **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 on Canvas and to participate in the iClicker quizzes in class.

### **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. **\*Note:** That said, I made videos connected to the lectures I give in class that you can use to review.

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.

**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:** The exams will be conducted on Canvas, and we will use either Lockdown Browser or Proctorio, or similar. For technical difficulties during the exam, contact [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) and copy me at [raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu).

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures (both live and recorded) and discussions; 2) Think about broader issues and connections between all of the material covered in the course. Each of the exams cover a third of the class, but the final will also have a cumulative essay question.

**3.) 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.

**4.) "In-class"/Canvas Discussion Activity (10% of the grade):**

There are weekly discussions on Canvas that you will be required to participate in. We will also have discussions in class.

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.

**5.) Quizzes and homework on Other Assigned Reading, *Narrative of the Life of Frederick Douglass, An American Slave & Coming of Age in Mississippi* (10%):**

You submit ten discussion “questions and observations” on canvas before each of two class sessions and then you will participate in an online discussion on Canvas. The quizzes will be set to the last fifteen minutes of class (see schedule)

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

The quizzes will be conducted on Canvas, and we will use either Lockdown Browser or Proctorio, or similar. For technical difficulties during a quiz, contact [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) and copy me at [raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu).

**\*\*\*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.

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

**Final Examination or Evaluation:**

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

1/4 Multiple Choice (not cumulative), 1/2 Short Essays (not cumulative) & 1/4 \*cumulative long essay focusing on themes covered throughout the semester in lecture and discussion.

\*“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.”

**\*Note on Exams:** The exams will be conducted on Canvas, and we will use either Lockdown Browser or Proctorio, or similar. For technical difficulties during the exam, contact [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) and copy me at [raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu).

**\*\*\*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.

**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 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

The two midterms and final exam are worth 20% each (60% total); the two book quizzes and associated homework are worth a combined total of 10%; In class activities are worth a combined total of 10%; and all Macmillan quizzes and document homework are worth a combined total of 20%.

**\*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 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 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**

**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.”

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.

### **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/>

## **Course Schedule**

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

Table 2

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Th 8/20 F 8/21	Introduction  <b>Reading:</b> Read all the content in the Week One “Start Here” Module Read the syllabus <b>Due:</b> Take the Syllabus Quiz. Take the Orientation Quiz Set your notifications in Canvas (see guide)

Week	Date	Topics, Readings, Assignments, Deadlines
2	M 8/24	<b>I. The American Revolution Module</b> <b>Reading &amp; Quizzes:</b> Chapters 5, 6 Document 5-3: Peter Oliver, Origin and Progress of the American Rebellion (1781); Document 5-6: Thomas Paine, Common Sense (1776)
	T 8/25	<b>Lecture/Discussion:</b> The American Revolution
	Th 8/27	<b>Lecture/Videos/Discussion:</b> The American Revolution
3	M 8/31	<b>II. Founding of the Nation, 1776-1800</b> <b>Reading &amp; Quizzes:</b> Chapter 7; Document 6-6: James Madison, Federalist No. 10 and Federalist No. 51 (1787); Document 7-1: Alexander Hamilton, Letter to Edward Carrington (1792); Document 7-2: Thomas Jefferson, Notes on the State of Virginia (1781)
	T 9/1	<b>Lecture/Discussion:</b> Founding of a Nation
	Th 9/3	<b>Lecture/Discussion:</b> Securing the Republic
4	M 9/7	<b>III. The Market Revolution and Democracy in America, 1800-1840</b> <b>Reading &amp; Quizzes:</b> Chapter 8, 9 Document 8-1: J. Hill, Junction of Erie and Northern Canal (c. 1830–1832); Document 8-4: Ethan Andrews, Slavery and the Domestic Slave-Trade (1836)
	T 9/8	<b>Lecture/Discussion:</b> The Market Revolution, 1800-1840
	Th 9/10	<b>Lecture/Discussion:</b> Democracy in America 1815-1840
5	M 9/14	<b>IV. Reform Impulse</b> <b>Reading &amp; Quizzes:</b> Chapter 10 Document 10-1: Margaret Fuller, Woman in the Nineteenth Century (1845); Document 10-4: Sarah Grimké, Letters on the Equality of the Sexes and the Condition of Woman (1837)
	T 9/15	<b>Lecture/Discussion:</b> Abolitionism
	Th 9/17	<b>Lecture/Discussion:</b> Women's Movement/Race and Gender Discussion
6	M 9/21	<b>V. Manifest Destiny and A House Divided</b> <b>Reading &amp; Quizzes:</b> Chapters 11, 12; Document 11-5: Richard Doyle, The Land of Liberty (1847); Document 12-5: Dred Scott v. Sandford (1857); Document 12-3: John C. Calhoun, Speech on the Slavery Question (1850)
	T 9/22	<b>Lecture/Discussion:</b> War with Mexico
	Th 9/24	<b>MIDTERM #1 (on Canvas during class time)</b>

Week	Date	Topics, Readings, Assignments, Deadlines
7	M 9/28	<b>VI. The Civil War and Reconstruction, 1860-1877</b> <b>Reading &amp; Quizzes:</b> Chapters 13, 14; Document 13-4: Abraham Lincoln, Emancipation Proclamation and Jefferson Davis, Message (1863); Document 14-4: Charles Francis Adams Jr., The Protection of the Ballot in National Elections (1869); Document 14-6: Robert Browne Elliott, Speech to Congress (1874)
	T 9/29	<b>Lecture/Discussion:</b> The Civil War, 1861-1865
	Th 10/1	<b>Reconstruction</b> <b>Lecture/Discussion:</b> Reconstruction, 1865-1877
8	M 10/5	<b>VII. The Gilded Age and the Progressive Era, 1877-1914</b> <b>Reading &amp; Quizzes:</b> Chapters 15, 16; Document 15-4: Francis A. Walker, Annual Report of the Commissioner of Indian Affairs (1872), Document 16-1: Andrew Carnegie, Wealth (1889); Document 16-4: Chinese Exclusion Act (1882) <b>Canvas Discussion:</b> Frederick Douglass <b>Due:</b> Ten Questions and/or Observations on Frederick Douglass
	T 10/6	<b>Lecture/Discussion:</b> The Gilded Age
	Th 10/8	<b>Lecture/Discussion:</b> The Progressive Era <b>Quiz</b> <i>Narrative of the Life of Frederick Douglass</i> (last 15 minutes of class)
9	M 10/12	<b>VII. WWI</b> <b>Reading &amp; Quizzes:</b> Chapters 19, 20 Document 19-6: W. E. B. Du Bois, The Talented Tenth (1903); Document 20-5: The Liberator, Tulsa, November 9th (1918); Document 20-6: Woodrow Wilson, War Aims and Peace Terms (1918)
	T 10/13	<b>Lecture/Discussion:</b> WWI
	Th 10/15	<b>Lecture/Discussion:</b> The 1920s
10	M 10/19	<b>VIII. 1920s &amp; The Great Depression</b> <b>Reading &amp; Quizzes:</b> Chapters 21, 22; Document 21-2: Carrie Chapman Catt, Passing the Federal Suffrage Amendment; Document 21-6: Westinghouse Advertisement (1924) and Chevrolet Advertisement (1927); Document 22-2: Franklin D. Roosevelt, Inaugural Address (1933); Document 22-5: “The Spirit of the New Deal” (1933) and “It’s So Hard to Find a Place for You” (1935)
	T 10/20	<b>Lecture/Discussion:</b> The Great Depression/The New Deal
	Th 10/22	<b>Lecture/Discussion:</b> WWII

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	M 10/26  T 10/27  Th 10/29	<b>IX. WWII and the Cold War, 1941-1972</b> <b>Reading &amp; Quizzes:</b> Chapters 23, 24; Document 23-6: Harry Truman, Announcing the Use of the A-Bomb at Hiroshima (1945); Document 24-1: George Kennan, “Long Telegram” to James Byrnes (1946); Document 24-2: Walter Lippmann, Cold War: A Study in U.S. Foreign Policy (1947) <b>Lecture/Discussion:</b> The Cold War <b>MIDTERM #2</b>
12	M 11/2  T 11/3  Th 11/5	<b>X. Post War America, 1945-1972</b> <b>Reading &amp; Quizzes:</b> Chapter 25; Document 25-3: Billy Graham, Our Right to Require Belief (1956); Document 25-6: J. R. Eyerman, Los Angeles (1952) and Malvina Reynolds, Little Boxes (1962) <b>Lecture/Discussion:</b> The Affluent 1950s <b>Lecture/Discussion:</b> 1960s: Civil Rights
13	M 11/9  T 11/10  Th 11/12	<b>XI. Civil Rights &amp; The Great Society</b> <b>Reading &amp; Quizzes:</b> Chapters 26, 27; Document 26-3: Malcolm X, The Ballot or the Bullet (1964); Document 27-1: Lyndon Baines Johnson, The Great Society (1964); Document 27-2: John Kerry, Testimony Before the Senate Committee on Foreign Relations (1971) <b>Lecture/Discussion:</b> The Great Society <b>Lecture/Discussion:</b> 1970s: Nixon
14	M 11/16  T 11/17  Th 11/19	<b>XII. The Conservative Turn, 1972-2000</b> <b>Reading &amp; Quizzes:</b> Chapter 28; Document 28-3: Supreme Court Decision in Roe v. Wade (1973); Document 28-4: Phyllis Schlafly, Statement Opposing the ERA (1977); Document 28-6: Christianity Today, Interview with the Lone Ranger of American Fundamentalism (1981) <b>Lecture/Videos/Discussion:</b> Ford, Carter, & Reagan <b>Lecture/Discussion:</b> Reagan & Reaganomics/ End of Cold War
15	M 11/23  T 11/24  Th 11/26	<b>Post-Cold War World</b> <b>Reading &amp; Quizzes:</b> Chapter 29; Document 29-1: Ronald Reagan, Conservative Political Action Conference Dinner (1981); Document 29-2: David Stockman, Why the Reagan Revolution Failed (1986) <b>Lecture/Discussion:</b> The 1990s <b>Thanksgiving</b> (class does not meet)

Week	Date	Topics, Readings, Assignments, Deadlines
16	M 11/30  T 12/1  Th 12/3	<p><b>What Does 2020 Mean for the Future?</b>  <b>Reading &amp; Quizzes:</b> Chapter 30; Document 30-4: George W. Bush, Address to Congress (2001); Document 30-5: Barack Obama, A More Perfect Union (2008); Document 30-6: Jake Green, Trump Protests-Michigan (2017)  <b>Due:</b> Ten Discussion Observations and/or Questions on <i>Coming of Age in Mississippi</i>  <b>Canvas Discussion:</b> <i>Coming of Age in Mississippi</i> (Canvas)</p> <p><b>Lecture/Discussion:</b> The 2000s, Barack Obama, 2016</p> <p><b>Discussion:</b> What does the 2020 Election mean for the future of the United States?</p>
17	Th 12/10	<p><b>Final Exam:</b> 9:45am-12pm  <b>Quiz:</b> <i>Coming of Age in Mississippi</i> (last 15 minutes of exam)</p>