

**San José State University**  
**College of Social Sciences/ History Department**  
**History 15A (48579)/ Political Science 15A (49431)**  
**Essentials of U.S. History, Section 4, Fall 2016**

**Course and Contact Information**

**Instructor:** Raymand Buyco

**Office Location:** MOD A (Portables behind the ATM Machines on 9th St.)

**Telephone:** (408) 924-5517

**Email:** raymand.buyco@sjsu.edu

**Office Hours:** Wednesdays, 1pm-2pm and by appointment

**Class Days/Time:** Tuesdays, Thursdays, 10:30-11:45am

**Classroom:** Sweeney 313

**GE/SJSU Studies Category:** US1, D2

**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**

- CG1: Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.
- CG2: Courses in American Institutions will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

CG3: Social Science sources should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

### **GE Learning Outcomes (GELO):**

1. GELO 1 (US1): Describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students will be asked to analyze certain subtopics. Assessed by multiple-choice and essay exams, and written analyses on primary sources.
2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by written analyses on primary sources, and quizzes on the reading.
3. GELO 3 (D2): Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. Assessed by quizzes on the reading, written analyses on primary sources, multiple-choice and essay exams.
4. GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by written analyses on primary sources, book activity, quizzes on the reading, multiple-choice and essay exams.
5. GELO 5 (D2): Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems in the context of U.S. history. Assessed by written analyses on primary sources, quizzes on the reading, multiple-choice and essay exams.

### **Course Learning Outcomes (CLO)**

1. CLO 1: Distinguish between primary and secondary materials and decide when to use each. Assessed by written analyses on primary sources, and in-class activity.
2. CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence. Assessed by written analyses on primary sources, and multiple-choice and essay exams.
3. CLO 3: Identify and summarize other scholars' historical arguments. Assessed by in-class polls, quizzes on the reading, and multiple-choice and essay exams.
4. CLO 4: Apply historical knowledge and analysis to contribute to contemporary social dialogue. Assessed by in-class polls, written analyses on primary sources, and class activities.
5. CLO 5: Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed. Assessed by written analyses on primary sources and multiple-choice and essay exams.
6. CLO 6: Read the history text, study and take notes and then apply the knowledge in class. Assessed by in-class activities, multiple-choice and essay exams.

### **Required Texts/Readings**

#### **Textbook**

One of the texts for this course is Globalyceum American History. Go to: <https://www.globalyceum.com/>, register, and subscribe for this course with the following Unique Section Number QFV2TWGT. (This number is case sensitive.) The cost of this subscription is \$39.99. You can also purchase a print copy of

the essays, or text chapters, on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit, or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, Firefox, and Safari browsers. If you have any technical problems during the term, please contact: [support@globalyceum.com](mailto:support@globalyceum.com). You can CC me on the email, but your first contact should be with Globalyceum.

This video, Getting Started on Globalyceum, will explain how to pay for Globalyceum and features of the Student Portal: <https://glpro.s3.amazonaws.com/ah/00/stdt/g/00g01.mp4>.

### **Other Required Readings**

Douglass, Frederick, *Narrative of the Life of Frederick Douglass, An American Slave*, 2nd ed., (Boston: Bedford/St. Martin's, 2003), ISBN: 9780312257378

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

### **Recommended Reading**

Foner, Eric. *Give Me Liberty* (Seagull Edition) 4<sup>th</sup> ed. (New York: W.W. Norton, 2013), ISBN: 9780393920291

### **Library Liaison**

History 15A may require students to conduct scholarly research. Nyle C. Monday is the History Dept. library liaison who can assist students for this course.

Phone: (408) 808-2041

Email: [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

### **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.

1.) Online Essay Assessments due by 10AM on the date of the assigned reading (10% of grade):  
14 online assessments, covering each of the essays assigned in *Globalyceum*. You'll have 30 minutes to complete the assessment, thus I suggest you read the whole chapter carefully before starting it. Each assessment is available at the beginning of the semester, and must be completed by 10 AM on the day it is due. Be sure to read the correct assigned chapter. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due.

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

2.) Midterm Exam #1 (20% of grade):

1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

3.) Midterm Exam #2 (20% of grade):

1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

4.) Final Exam (20% of grade):

1/2 Multiple Choice, 1/2 Short Essays focusing on themes covered in lecture and discussion.

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

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

5.) Class Participation (20% of grade):

You should come to class having done all the assigned reading before lecture and complete the “Analyze the Evidence” for the assigned primary sources before the discussion. If other books are assigned, be sure to read them, and be prepared to discuss them. Take advantage of opportunities to participate actively on canvas with your weekly assigned group, and in the class. Excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others’ thoughts, participating in small group activities (including presentations).

5.) Quizzes on Other Assigned Reading (10%):

*Narrative of the Life of Frederick Douglass, An American Slave & Coming of Age in Mississippi*

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

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

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.”

**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+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%

A- = 90 – 91.9%

B- = 80 – 81.9%

C- = 70 – 71.9%

D- = 60 – 61.9%

### A Grades

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students. To receive an A as a course grade, the student must write 8,000 words or more over the semester.

### B Grades

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp on grammar and mechanics. To receive a B as a course grade, the student must write 8,000 words or more over the semester.

### C Grades

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar. To receive a C as a course grade, the student must write 8,000 words or more over the semester.

### Grade Checks

In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you'll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.

Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons.

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 unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

## **Contacting Professor Buyco**

### Office Hours

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

### E-mail

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you: have:

- Included the course and section (HIST 15A-04) in the subject line.

- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don't send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 48 hours IF you follow the above guidelines. If your e-mail doesn't follow these guidelines, I may ask you to review these guidelines and send a revised version.

## **Classroom Protocol**

Attendance: 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 ensure maximum benefit for all members of the class."

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, either by lowering the offender's grade, or by simply dropping them from the class.

## **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. To learn important campus information, view University Policy S16-15 and SJSU current semester's Policies and Procedures. 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

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

University Policy S14-7 states that 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.

### **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

### **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."
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "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."

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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.

### **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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs and other resources for student use are available in:

- [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/asccsc/) at <http://as.sjsu.edu/asccsc/> on the 2nd floor of the Student Union
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

- Additional computer labs may be available in your department/college

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' free tutoring and mentoring 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. Peer Connections has a learning commons, 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](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. (Note: You need to have a QR Reader to scan this code.)



### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>



**History 15A (48579)/ Political Science 15A (49431), Essentials of U.S.  
History Section 4, Fall 2016**

## Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 8/25	<p>Introduction to the Course                      “The Syllabus, Explained”                      Sign up for five minute presentations.  <b>Lecture:</b> “The Old Regime” and “The Enlightenment”</p>
2	<p>T 8/30</p> <p>Th 9/1</p>	<p><b>The American Revolution and Constitution, 1750-1790</b>  <b>Lecture:</b> The American Revolution  <b>Reading:</b> <i>Globalyceum</i>, “The American Revolution and Constitution”  <b>Due:</b> GL3 Essay Assessment</p> <p><b>Lecture:</b> The American Revolution  <b>Reading:</b> <i>Narrative of the Life of Frederick Douglass</i>, Introduction, Preface, Letter from Wendell Phillips, &amp; Dialogue between Master and Slave 1797  <i>Globalyceum</i>, Primary Sources, Declaration of Independence (1776), Captain Hendrick Aupaumut, Slaves and Slaveowners  <b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i>) on the assigned primary source readings  <b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	T 9/6	<p><b>Lecture:</b> Founding the Nation</p> <p><b>Reading:</b> <i>Globalyceum</i>, “Foundations of American Government” <i>Globalyceum</i>, Primary Sources, Federalist 10, Federalist 37, Bill of Rights</p> <p><b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 9/8	<p><b>The Early American Republic, 1790-1815</b></p> <p><b>Lecture:</b> Securing the Republic</p> <p><b>Reading:</b> <i>Globalyceum</i>, The Early American Republic, 1790-1815 <i>Narrative of the Life of Frederick Douglass</i>, Ch 1, 2, 3, 4, 5, &amp; 6, Margaret Fuller Review</p> <p><b>Due:</b> GL4 Essay Assessment</p>
4	T 9/13	<p><b>Lecture:</b> Securing the Republic (Continued)</p> <p><b>Reading:</b> <i>Globalyceum</i> Primary Sources, Women's Education, The Monroe Doctrine (1823), Slave Revolts in the Early Republic</p> <p><b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 9/15	<p><b>The North, 1815-1860</b></p> <p><b>Lecture:</b> The Market Revolution</p> <p><b>Reading:</b> <i>Globalyceum</i>, The North <i>Narrative of the Life of Frederick Douglass</i>, Ch 7, 8, 9, Ch 10, Nigel P. Rogers, “Southern Slavery and Northern Religion: Two Addresses” Ephraim Peabody, “Narrative of Fugitive Slaves” Peabody, “Narrative of Fugitive Slaves”</p> <p><b>Due:</b> GL5 Essay Assessment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	T 9/20	<p><b>Lecture:</b> Democracy in America</p> <p><b>Reading:</b> <i>Narrative of the Life of Frederick Douglass</i> Ch 11  “My Slave Experience in Maryland”</p> <p><u>Globalyceum</u>, <u>Primary Sources</u>, Alexis de Tocqueville and the Right of Association, Andrew Jackson's Speech on the Bank of the US, The Fugitive Slave Act of 1850</p> <p><b>Due:</b> “Analyze the Evidence” (on <u>Globalyceum</u>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 9/22	<p><b>The West, 1815-1860</b></p> <p><b>Lecture:</b> A House Divided, Blood and Soil, The US-Mexico War</p> <p><b>Reading:</b> <u>Globalyceum</u>, <u>The West, 1815-1860</u>  <u>Narrative of the Life of Frederick Douglass</u> Appendix  “‘What to a Slave is the Fourth of July’”</p> <p><b>Due:</b> GL6 Essay Assessment</p>
6	T 9/27	<p><b>MIDTERM #1 (bring one clean Green Book and a Scantron T&amp;E 200)</b></p>
	Th 9/29	<p><b>The South, 1815-1860</b></p> <p><b>Lecture:</b> The Peculiar Institution</p> <p><b>Reading:</b> <u>Globalyceum</u>, <u>The South, 1815-1860</u>  <u>Coming of Age in Mississippi</u>, Ch 1, 2, 3,</p> <p><b>Due:</b> GL7 Essay Assessment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	T 10/4	<p><b>Lecture:</b> An Age of Reform</p> <p><b>Reading:</b> <i>Coming of Age in Mississippi</i>, Ch 4, 5, 6, <i>Globalyceum</i>, Primary Sources, Slave Labor and Plantation Rules, Frederick Douglas and John C. Calhoun: On Slavery, Slave Recollections in the Federal Writers' Project, The Great Compromises on Slavery</p> <p><b>Due:</b> "Analyze the Evidence" (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 10/6	<p><b>The Civil War and Reconstruction, 1860-1877</b></p> <p><b>Lecture:</b> The Civil War</p> <p><b>Reading:</b> <i>Coming of Age in Mississippi</i>, Ch 7, 8, 9, 10, <i>Globalyceum</i>, Civil War and Reconstruction</p> <p><b>Due:</b> GL8 Essay Assessment</p>
8	T 10/11	<p><b>Lecture:</b> Reconstruction</p> <p><b>Reading:</b> <i>Coming of Age in Mississippi</i>, Ch 11, 12, 13, 14 <i>Globalyceum</i> Primary Sources, The Emancipation Proclamation, Stanton and the AERA, Lincoln's Second Inaugural Address, The Black Codes of Mississippi</p> <p><b>Due:</b> "Analyze the Evidence" (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 10/13	<p><b>Quiz/ Discussion:</b> <i>Narrative of the Life of Frederick Douglass</i></p> <p><b>Due:</b> Ten Discussion Observations and/or Questions on <i>Narrative of the Life of Frederick Douglass</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	T 10/18	<b>The Gilded Age and the Progressive Era, 1877-1914</b> <b>Lecture:</b> The Gilded Age <b>Reading:</b> <i>Coming of Age in Mississippi</i> , Ch, 15, 16, 17, 18 <i>Globalyceum</i> , The Gilded Age and the Progressive Era <b>Due:</b> GL9 Essay Assessment
	Th 10/20	<b>Lecture:</b> The Gilded Age (continued)
10	T 10/25	<b>Lecture:</b> The Progressive Era/ Populism
	Th 10/27	<b>Lecture:</b> The Progressive Era/ Populism (continued) <b>Reading:</b> <i>Globalyceum</i> , <i>Primary Sources</i> , Jacob Riis's Photos, The Election of 1912, Thomas Nast, Chinese Exclusion, and the Editorial Cartoon <b>Due:</b> "Analyze the Evidence" (on <i>Globalyceum</i> ) on the assigned primary source readings <b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.
11	T 11/1	<b>MIDTERM # 2 (bring one clean Green Book and a Scantron T&amp;E 200)</b>
	Th 11/3	<b>WWI and the 1920s</b> <b>Lecture:</b> WWI <b>Reading:</b> <i>Coming of Age in Mississippi</i> , Ch 19, 20, 21, 22 <b>Reading:</b> <i>Globalyceum</i> , WWI and the 1920s <b>Due:</b> GL10 Essay Assessment <b>Reading:</b> <i>Globalyceum</i> , <i>Primary Sources</i> , Advertising; Wilson's Declaration of War (April 2, 1917); World War I Propaganda Posters <b>Due:</b> "Analyze the Evidence" (on <i>Globalyceum</i> ) on the assigned primary source readings <b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.

Week	Date	Topics, Readings, Assignments, Deadlines
12	T 11/8	<b>Lecture:</b> The 1920s <b>The Great Depression, 1929-1941</b> <b>Lecture:</b> The Great Depression/The New Deal <b>Reading:</b> <i>Coming of Age in Mississippi</i> , Ch 23, 24, 25 <i>Globalyceum</i> , The Great Depression, 1929-1941 <b>Due:</b> GL11 Essay Assessment
	Th 11/10	<b>WWII and the Cold War, 1941-1972</b> <b>Lecture:</b> WWII <b>Reading:</b> <i>Coming of Age in Mississippi</i> , Ch 26, 27, 28 <i>Globalyceum</i> , WWII and the Cold War, 1941-1972 <b>Due:</b> GL12 Essay Assessment <b>Reading:</b> <i>Globalyceum</i> , <i>Primary Sources</i> , Gallup Polls on Entering WWII, 1939-41; Women and the Home Front in WWII, Anti-Soviet Propaganda <b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i> ) on the assigned primary source readings <b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.
13	T 11/15	<b>Lecture:</b> The Cold War <b>Post War America, 1945-1972</b> <b>Lecture:</b> The Affluent 1950s <b>Reading:</b> <i>Coming of Age in Mississippi</i> , Ch 29, 30 <i>Globalyceum</i> , Post War America, 1941-1972 <b>Due:</b> GL13 Essay Assessment
	Th 11/17	<b>Lecture:</b> The Affluent 1950s (continued) <b>Lecture:</b> Kennedy, LBJ, Vietnam & Civil Rights

Week	Date	Topics, Readings, Assignments, Deadlines
14	T 11/22	<p><b>Lecture:</b> Kennedy, LBJ, Vietnam &amp; Civil Rights (continued)</p> <p><b>Reading:</b> <i>Globalyceum</i>, <u>Primary Sources</u>, Voting Rights Act of 1965, Black Nationalism and Malcolm X, Anti-War Rock Music of the 1960s, Cesar Chavez and the United Farm Workers</p> <p><b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
	Th 11/24	<b>Thanksgiving (No Class)</b>
15	T 11/29	<p><b>The Conservative Turn, 1972-2000</b></p> <p><b>Lecture:</b> The 1970s</p> <p><b>Reading:</b> <i>Globalyceum</i>, The Conservative Turn, 1972-2000</p> <p><b>Due:</b> GL14 Essay Assessment</p>
	Th 12/1	<p><b>Lecture:</b> The 1970s (continued)</p> <p><b>Reading:</b> <i>Globalyceum</i>, <u>Primary Sources</u>, The Second Gilded Age; The Rise of Incarceration; Ethnicity and Electoral Politics; Gender, Age; and Voting, Women in Congress, 1917-2011</p> <p><b>Due:</b> “Analyze the Evidence” (on <i>Globalyceum</i>) on the assigned primary source readings</p> <p><b>Presentations:</b> A group or groups will present their analysis on the assigned primary sources. Non-presenters bring at least one question on each source for discussion. Note: some presentations may be pushed to the next class. Be prepared either way.</p>
16	T 12/6	<p><b>The Changing American Economy, 1972-present</b></p> <p><b>Lecture:</b> The 1980s, The Reagan Years</p> <p><b>Reading:</b> <i>Globalyceum</i>, The Changing American Economy, 1972-present</p> <p><b>Due:</b> GL15 Essay Assessment</p>
	Th 12/8	<p><b>Quiz/ Discussion:</b> <i>Coming of Age in Mississippi</i></p> <p><b>Due:</b> Ten Discussion Observations and/or Questions on <i>Coming of Age in Mississippi</i></p>
17	Th 12/15	<b>FINAL EXAM: 9:45am-12pm (bring one clean Green Book and a Scantron T&amp;E 200)</b>