

AMH2020Course Orientation

Contact Information

Instructor

Joel Black – Section #22697

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Email

Use the Canvas Inbox (icon located in the blue Canvas menu). Expect a response within 24 hours.

Office Hours

By appointment (online through [Zoom Conferences](#); link located in the Canvas navigation menu)

Credit Hours

3

Course Information

Amh2020: In this course, students will trace the history of the United States from the end of the Reconstruction era to the contemporary era. Topics will include but are not limited to the rise of industrialization, emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989.

Course Description

This survey class will provide an introduction to key themes, terminology and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each module, students will be asked to engage in problem-solving techniques using qualitative methods. In addition, course readings will model these types of social science analysis. Over the course of the semester, will not only study the past but also the ways a variety of ethical perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

Course Objectives

By the end of this course, you will be able to:

- Explain why Reconstruction set up all of American history from that point on. (Module 1-16)
- Explain how and why American society industrialized during the late 19th Century. (Module 2-4)
- Explain the causes & consequences of urbanization. (Module 5-6)
- Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I. (Module 8-9)
- Explain how & why the federal government increased its authority & power in the years following World War I. (Module 8-9)
- Show when & why a mass national culture emerged. (Module 8-9)
- Explain how World War II fundamentally changed America. (Module 11-12)
- Describe how the Cold War started & why it lasted so long. (Module 13)
- Explain why the Civil Rights movement occurred & how it reshaped American society. (Module 14)
- Discuss how and why the United States got involved in Vietnam and how that war shaped domestic events. (Module 15)
- Explain the rise of conservatism in the last quarter of the 20th century. (Module 16)
- Show how the Cold War ended and the effects of this on both the United States and the rest of the world. (Module 16)

Course Requirements

Required textbook

The American Yawp (This textbook is free online at <http://www.americanyawp.com/Links to an external site.>)

Other required readings are available at no cost through Canvas.

Prerequisites

There are no prerequisites for this course.

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer and how to use word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome](#)(Links to an external site.) browser; furthermore, the [Honorlock extension](#)Links to an external site.(Links to an external site.)must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#).[Links to an external site.](#)

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>
Links to an external site..

Social and Behavioral Sciences and Diversity Credit

General Education: Objectives for Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course SLO
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CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will describe the factual details of the substantive historical episodes under study.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will demonstrate competency in civic literacy. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.

These learning outcomes will be assessed through the course assignments detailed below.

Course Policies

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/Links to an external site.

As this is an online class, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

Collaboration

While all Perusall assignments (Readings and interactive video lectures) are designed to be collaborative in nature, all work submitted must be your own, written in your own

words. All exams and projects are to be completed independently and must be your own original work.

Grading Policy

I will make every effort to have each assignment graded and posted within one week of the due date.

- Interactive Lectures (Perusall), Interactive textbook readings (Perusall), and quizzes are due on Thursday nights before midnight.
- Primary Source Interactive Readings are due on Sunday before midnight **except** in Module 16.
- Check Canvas Assignment details for Midterm, Final Exam, and Final Project deadlines.

Course Grading Policy

Type of Assignment/Activity	Percentage of Final Grade
Primary Source Documents (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Midterm Exam	20%
Final Exam	25%
Final Essay Project	25%

Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67

87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

See the [current UF grading policies](#)
[Links to an external site.](#) for more information.

Interactive Readings and Lectures

Interactive Readings and Lectures make use of the collaborative annotation tool, Perusall.

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusion quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn).

You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real-time. Your **goals** in annotating each reading assignment are to *stimulate discussion by posting good questions or comments and to help others by answering their questions*.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment, we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 5-4 (Meets Expectations) = This student has not only done the reading or viewed the lecture, but has actively engaged with its main themes, completed the annotations and responded to classmates annotations thoughtfully, and participated in the discussion in such a way that demonstrates a command of the material.
- 3-2 (Improvement Needed) = This student has completed the readings or lecture material and the annotations and responded to classmates' annotations, but may have done so cursorily; participates in discussions in a way that demonstrates satisfactory but not excellent engagement with the material.
- 1 (Deficient) = This student may or may not have completed the reading or lecture material, and the annotations and responses to classmates annotations do not reflect active engagement with the themes of the text/video; the student does not participate in the discussion, or minimally participates but does not demonstrate engagement with the material.
- 0 (Deficient)= This student did not turn in an assignment, or the assignment demonstrated only superficial and incomplete annotations.

For further details about how Perusall annotations will be scored, review the help guide: [How is annotation quality defined in Perusall?Links to an external site.](#)

UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [Links to an external site.](https://disability.ufl.edu/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Student Conduct Code](#)Links to an external site. specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Please refer to this [guide from UF's Center for Teaching Excellence](#)Links to an external site.

Getting Help

Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>Links to an external site.
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [umatter.ufl.edu](#)Links to an external site. to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center:** Visit [counseling.ufl.edu](#)[Links to an external site.](#), or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](#)[Links to an external site.](#).
- **University Police Department:** Visit [police.ufl.edu](#)[Links to an external site.](#), or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](#)[Links to an external site.](#)

Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [career.ufl.edu](#)[Links to an external site.](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/ask](#)[Links to an external site.](#)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu](#)[Links to an external site.](#)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio](#)[Links to an external site.](#)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>[Links to an external site.](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>[Links to an external site.](#). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>[Links to an external site.](#).

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

- ufl.instructure.com
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#)[Links to an external site.](#)

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Perusall
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)

- Zoom
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)
- YouTube (Google)
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)
- Microsoft
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)
- Adobe
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)
- Honorlock
 - [Privacy Policy](#)[Links to an external site.](#)
 - [Accessibility](#)[Links to an external site.](#)

Course Summary:

Assignments are due on Thursday and Sunday of each week,

Date	Details	Due
Week 1a	Assignment Chapter 15: "Reconstruction"	due by 11:59pm
	Assignment Video: Module 1: Southern History 1877-1915	due by 11:59pm
	Assignment Video: Module 1: Violence, Race, and American History	due by 11:59pm
Week 1b	Assignment Primary Source Document: Frederick Douglass on Remembering the Civil War, 1877	due by 11:59pm
	Assignment Primary Source Document: Jourdan Anderson Writes his Former Enslaver, 1865	due by 11:59pm
	Assignment Primary Source Document: Letters by Mary Norcott Bryan, 1841-1925	due by 11:59pm

Date	Details	Due
Week 2a	Assignment Primary Source Document: Mississippi Black Code, 1865	due by 11:59pm
	Assignment Primary Source Document: "Negro Rule," News and Observer, 1898	due by 11:59pm
	Assignment Chapter 16: "Capital and Labor"	due by 11:59pm
Week 2b	Assignment Video: Module 2: The Gilded Age - 1870-1900	due by 11:59pm
	Assignment Chapter 17: "The West"	due by 11:59pm
Week 3a	Assignment Video: Module 3: The West: Americans on the Move - 1870-1900	due by 11:59pm
	Assignment Primary Source Document: Andrew Carnegie, "Wealth," North American Review, 1889	due by 11:59pm
	Assignment Primary Source Document: Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893	due by 11:59pm
	Assignment Primary Source Document: George Engel, Address by a Condemned Haymarket Anarchist, 1886	due by 11:59pm
	Assignment Primary Source Document: Helen Hunt Jackson, from A Century of Dishonor, 1881	due by 11:59pm
	Assignment Primary Source Document: Mark Twain, from The Gilded Age, 1873	due by 11:59pm
	Assignment Primary Source Document: Yick Wo v. Hopkins, 1886	due by 11:59pm

Date	Details	Due
Week 3b	Assignment Chapter 18: "Life in Industrial America"	due by 11:59pm
	Assignment Video: Module 4: Black Freedom Struggle (1890 – 1918)	due by 11:59pm
Week 4a	Assignment Primary Source Document: Frederick Law Olmsted, "Proposal to Buffalo Park Commissioners," 1888	due by 11:59pm
	Assignment Primary Source Document: Jacob Riis, "How the Other Half Lives," 1890	due by 11:59pm
Week 4b	Assignment Primary Source Document: Richard Fox, "Coney Island Frolics," 1883	due by 11:59pm
	Assignment Video: Module 5: Populism and the 1890s	due by 11:59pm
Week 5a	Assignment Video: Module 5: Temperance and Prohibition	due by 11:59pm
	Assignment Primary Source Document: Alex Manley and the 1898 Wilmington Race Riot	due by 11:59pm
Week 5b	Assignment Primary Source Document: Ida B. Wells, "False Accusations, from A Red Record," 1895	due by 11:59pm
	Assignment Primary Source Document: The Peoples' Party Platform, 1892	due by 11:59pm
	Assignment Primary Source Document: William Jennings Bryan, "Cross of Gold Speech," 1896	due by 11:59pm
	Assignment Chapter 19: "American Empire"	due by 11:59pm
	Assignment Video: Module 6: America in the World	due by 11:59pm

Date	Details	Due
Week 6a	Assignment Primary Source Document: Congressional Speeches on Imperialism, 1900	due by 11:59pm
	Assignment Primary Source Document: The Platt Amendment, 1901	due by 11:59pm
	Assignment Primary Source Document: William McKinley, "Decision on the Philippines," 1900	due by 11:59pm
Week 6b	Assignment Chapter 20: "The Progressive Era"	due by 11:59pm
	Assignment Video: Module 7: The Progressive Era (1890-1916)	due by 11:59pm
Week 7a	Assignment Primary Source Document: George Waring, "Sanitary Conditions in New York," 1897	due by 11:59pm
	Assignment Primary Source Document: John Spargo, "The Bitter Cry of the Children," 1897	due by 11:59pm
	Assignment Primary Source Document: New York Times, "Review of Opening Night at Coney Island," 1904	due by 11:59pm
Week 7b	Assignment Chapter 21: "World War I & Its Aftermath"	due by 11:59pm
	Assignment Video: Module 8: World War One (Part 1)	due by 11:59pm
	Assignment Video: Module 8: World War One (Part 2)	due by 11:59pm
Week 8a	Assignment Primary Source Document, Chicago Defender, "Letters from the Great Migration," 1917	due by 11:59pm
	Assignment Primary Source Document, US Supreme Court, "Abrams v US," 1919	due by 11:59pm

Date	Details	Due
	Assignment Primary Source Document: John Berger, Ways of Seeing, 1972	due by 11:59pm
	Assignment Primary Source Document: Woodrow Wilson, "The Fourteen Points," 1917	due by 11:59pm
	Assignment Chapter 22: "The New Era"	due by 11:59pm
Week 8b	Assignment Video: Module 9: America in the Jazz Age: The 1920s	due by 11:59pm
	Assignment Video: Module 9: Eugenics	due by 11:59pm
	Assignment Primary Source Document: Changing Sexual Mores, "Petting and the Campus," 1925	due by 11:59pm
Week 9a	Assignment Primary Source Document: "Immigration Law," 1924	due by 11:59pm
	Assignment Primary Source Document: "The Creed of the Klanswomen," 1924	due by 11:59pm
	Assignment Chapter 23: "The Great Depression"	due by 11:59pm
Week 9b	Assignment Video: Module 10: The Great Depression and New Deal (1929-1936)	due by 11:59pm
	Assignment Primary Source Document: Bob Stinson, "Flint Sit-Down Strike," 1936	due by 11:59pm
Week 10a	Assignment Primary Source Document: Father Coughlin, "A Third Party," 1936	due by 11:59pm
	Assignment Primary Source Document: Meridel Le Sueur, "Women on the Breadlines," 1932	due by 11:59pm

Date	Details	Due
Week 10b	Assignment Primary Source Document: Mrs. Henry Weddington, "Letter to President Roosevelt," 1938	due by 11:59pm
	Assignment Chapter 24: "World War II," sections 1-3	due by 11:59pm
	Assignment Video: Module 11: Peacemakers, 1920-1940	due by 11:59pm
	Assignment Video: Module 11: World War II: Why Did It Happen When It Did?	due by 11:59pm
Week 11a	Assignment Primary Source Document: Charles A. Lindbergh, "America First," 1941	due by 11:59pm
	Assignment Primary Source Document: Kellogg-Briand Pact, 1928	due by 11:59pm
	Assignment Primary Source Document: "The Senate's Declaration of War": Japan Responds to Japanese Exclusion, 1924	due by 11:59pm
Week 11b	Assignment Chapter 24: "World War II," sections 4-13	due by 11:59pm
	Assignment Video: Module 12: World War II Home Front	due by 11:59pm
	Assignment Video: Module 12: World War II in Japan and Europe	due by 11:59pm
Week 12a	Assignment Primary Source Document: "Man-on-the-Street," Bloomington, Indiana, 1941	due by 11:59pm
	Assignment Primary Source Document: A. Philip Randolph, "Why Should We March?" 1942	due by 11:59pm
	Assignment Primary Source Document: Franklin D. Roosevelt, Executive Order No. 9066, 1942	due by 11:59pm

Date	Details	Due
Week 12b	Assignment Primary Source Document: Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945	due by 11:59pm
	Assignment Primary Source Document: "Korematsu v United States," 1944	due by 11:59pm
	Assignment Chapter 25: "The Cold War"	due by 11:59pm
	Assignment Video: Module 13: The Cold War and the Red Scare	due by 11:59pm
	Assignment Video: Module 13: The World the War Made	due by 11:59pm
Week 13a	Assignment Primary Source Document: George Kennan, "Containment," 1947	due by 11:59pm
	Assignment Primary Source Document: Joseph McCarthy, "Wheeling, West Virginia Speech," 1950	due by 11:59pm
	Assignment Primary Source Document: "The Truman Doctrine," 1947	due by 11:59pm
Week 13b	Assignment Chapter 26: "The Affluent Society"	due by 11:59pm
	Assignment Video: Module 14: The Civil Rights Movement	due by 11:59pm
	Assignment Video: Module 14: The Civil Rights Movement Continued	due by 11:59pm
Week 14a	Assignment Primary Source Document: Ladies' Home Journal, "Young Mother," 1956	due by 11:59pm
	Assignment Primary Source Document: Life, "The Teenage Consumer," 1959	due by 11:59pm

Date	Details	Due
	Assignment Primary Source Document: Southern Manifesto on Integration, 1956	due by 11:59pm
	Assignment Primary Source Document: Student NonViolent Coordinating Committee, "Statement of Purpose," 1960	due by 11:59pm
	Assignment Chapter 27: "The Sixties"	due by 11:59pm
	Assignment Chapter 28: "The Unraveling," sections 1-4	due by 11:59pm
Week 14b	Assignment Video: Module 15: 1950s and 60s Foreign Policy	due by 11:59pm
	Assignment Video: Module 15: The New Left	due by 11:59pm
	Assignment Primary Source Document: Barbara Jordan, 1976 Democratic National Convention Keynote Address, 1976	due by 11:59pm
	Assignment Primary Source Document: John F. Kennedy, "Inaugural Address," 1960	due by 11:59pm
Week 15a	Assignment Primary Source Document: Lyndon B. Johnson, "Remarks on Decision not to Seek Re-Election," 1968	due by 11:59pm
	Assignment Primary Source Document: Nixon Announcement of China Visit, 1971	due by 11:59pm
	Assignment Primary Source Document: Report of the National Advisory Commission on Civil Disorders, 1968	due by 11:59pm
	Assignment Primary Source Document: Statement by John Kerry of Vietnam Veterans Against the War, 1971	due by 11:59pm

Date	Details	Due
Week15b	Assignment Chapter 28: "The Unraveling," sections 5-9	due by 11:59pm
	Assignment Chapter 29: "The Triumph of the Right"	due by 11:59pm
	Assignment Primary Source Document: Jerry Falwell on the “Homosexual Revolution,” 1981	due by 11:59pm
	Assignment Primary Source Document: Pat Buchanan on the Culture War, 1992	due by 11:59pm
	Assignment Primary Source Document: Statements of AIDS Patients, 1983	due by 11:59pm
	Assignment Video: Module 16: America in the World, 1972-2000	due by 11:59pm
	Assignment Video: Module 16: Gay Rights and the New Right in America	