



amh 2010
U.S. HISTORY
to
1877
spring 2016

INSTRUCTOR: Dr. Sean Trainor | Adjunct Lecturer | Department of History | University of Florida
LECTURE MEETING: MW 10:40-11:30am (Period 4) | 22 Aug. – 7 Dec. (Fall 2016) | LOCATION: FAB 0105

SECTION MEETING INFORMATION:

Section 1240 | F 10:40-11:30am (Period 4) | FLI 0109 | TA Richard Brust
Section 137E | F 11:45am-12:35pm (Period 5) | FLI 0121 | TA Richard Brust

CONTACT INFORMATION AND OFFICE HOURS:

Sean Trainor | sean.trainor@ufl.edu | (352) 273-3399
F 10:30am-12:30pm | FLI 0021

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INTRODUCTION AND COURSE OBJECTIVES

In this class, we will survey the history of colonial North America and the United States from the late fifteenth century, when Europeans first arrived in the Americas in large number, to 1877, when the post-Civil War period of Reconstruction came to a formal end.

In tacking this history, we will pursue the following four goals:

First, we will consider the meanings of “self-government” and “freedom” – both in the period we’re covering and in the present. Defining self-government and freedom were urgent tasks in colonial North America and the early American Republic, just as they are today. Especially after the Revolution, Americans struggled with the contradiction of living in a land dedicated to liberty where slavery nonetheless flourished, indigenous peoples were forcibly relocated from their ancestral homes, and an unelected financial aristocracy exercised growing power over ordinary people’s fates.

Second, we will analyze the role played by empire, slavery, capitalism, and democracy in the history of colonial North America and the early United States. These four intersecting ideas and institutions not only shaped this period decisively; they also enabled, informed, complicated, and limited the various meanings Americans ascribed to self-government and to freedom.

Third, we will learn how to draw meaningful connections between early American history and the world today. This is a worthwhile pursuit under any circumstances, as history offers an incredibly powerful set of tools for understanding the present and imaging the future. But it is especially urgent in an election year when candidates for public office feverishly deploying historical arguments – ranging from the accurate to the outrageous – to support their policies and positions.

Finally, we will hone our critical thinking, writing, and communication skills in a series of written and oral assignments that will evaluate (and hopefully enhance) our mastery of the goals above. Thus, by semester's end, we should be able to:

1. Define "self-government" and "freedom" in ways that are both historically valid and personally meaningful;
2. Explain how empire, slavery, capitalism, and democracy shaped one another, as well as the larger course of early American history;
3. Draw powerful, insightful connections between the contents of this course and current events;
4. And express our positions on the foregoing points in powerful prose and speech.

COURSE TEXTS

The textbook for this course is a free, online, collaboratively-produced work entitled *The American Yawp*. You can find a link to the text at the following address: <http://www.americanyawp.com/>. All readings from *The American Yawp* (labelled TAY in the syllabus) will be linked directly from the Canvas course management system, as will many additional primary source readings.

In addition to *The American Yawp*, students will be required to read the following texts:

- Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Beacon Press, 2000), ISBN: 0807054054.
- Frederick Douglass, Harriet Jacobs, and Kwame Anthony Appiah, *Narrative of the Life of Frederick Douglass, An American Slave / Incidents in the Life of a Slave Girl* (Modern Library, 2004), ISBN: 0679783288.

Both books are available at the UF bookstore as well as at online retailers for as little as \$2-5. Students should also consider obtaining copies through the UF Library or the university's [fantastic interlibrary loan system](#).

REQUIRED LISTENING

In addition to reading the texts above, students will also be expected to listen to the soundtrack of *Hamilton: An American Musical*. Students may access this soundtrack in variety of ways. For those who use the service, *Hamilton* is available on Spotify. For those who do not, free Spotify accounts are available at www.spotify.com, as well as on iOS, Android, and Windows Phone. In addition, students may purchase CD or digital copies of the soundtrack on Amazon or elsewhere. Finally, those who have difficulty understanding rap lyrics may read the full libretto of *Hamilton* at Genius.com:

<http://genius.com/albums/Lin-manuel-miranda/Hamilton-original-broadway-cast-recording>

GRADING AND EVALUATION

- Please note: there is no final exam in this course. -

- *Attendance: 15%*
 - 5% for lecture
 - 10% for section
- *Quizzes: 10%*

- **Participation: 15%**
 - 5% for lecture
 - 10% for section
- **Papers: 50%**
- **Presentation: 10%**

Attendance

Attendance will be taken at the beginning of both lecture and section meetings. If students arrive after attendance has been taken, they should speak to either Dr. Trainor or Mr. Brust who will consider offering attendance credit on a case-by-case basis.

Students may miss up to two lectures and one section meeting with no questions asked. Should they miss additional classes, they must request an excused absence from Dr. Trainor or Mr. Brust TA. For information on what constitutes an excused absence, students should consult UF's attendance policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Quizzes

Students will be required to take six, ten-minute quizzes over the course of the semester – all of which are listed on both the syllabus and Canvas. Each quiz (excluding Quiz #1) will consist of four multiple choice questions, each of which will be worth 25% of the . All quizzes will due on Friday at 10:40am, and will be available for 48 hours prior to their due date (i.e. they will become available on Wednesday at 10:40am).

These assignments (again excluding Quiz #1) will gauge students' understanding of major course materials only (i.e. Young's *Shoemaker and the Tea Party*, *Hamilton: An American Musical*, Douglass's *Narrative*, and Jacobs's *Incidents*). Students will never be quizzed on TAY readings. Students' lowest individual quiz grade will be dropped at the end of the semester. **Quizzes cannot be made up.**

Participation

Classroom participation is a key component of this course. **Students will be discussing assignments, readings, and core concepts in every section meeting.** Students will be awarded one point per class for a comment or question of nearly any quality – so long as it is not offensive, disrespectful, or intentionally irrelevant.

Papers

Students will write three 4-6 page essays over the semester. The prompts for these papers will be available on Canvas. **All papers should be submitted in both hard and electronic copies and must be double spaced, with one-inch margins, in twelve-point, Times New Roman font. Electronic copies of papers should be submitted to the Canvas drop box in either .doc or .docx format.**

Final Project

At the end of the semester, students will be required to make a 50-minute group presentation during section meeting, recapping the contents of the semester. Students should review the presentation prompt, available on Canvas, at their earliest convenience and begin thinking about the presentation as

early in the semester as possible. Students will have numerous opportunities to discuss the presentation with their classmates over the course of the semester. These meetings will occur during regularly-scheduled class sessions – though group members should feel free to meet outside of class as well.

LATE PAPERS

Late papers will be marked down one half letter grade for each day that they are late, unless students provide their instructor or TA with documentation of extenuating circumstances.

GRADE SCALE

94-100 = A

90-93.9 = A-

88-89.9 = B+

82.5-87.9 = B

80-82.4 = B-

78-79.9 = C+

72.5-77.9 = C

70-72.4 = C-

68-69.9 = D+

62.5-67.9 = D

60-62.4 = D-

Less than 60 = F

EMAIL / CANVAS MESSAGE POLICY

Students should expect a response to questions, comments, or concerns in 24 hours or fewer.

GRADING POLICIES

Grading policies for this course are compliant with those of the university. To learn more about these policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COLLEGE ACADEMIC INTEGRITY

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 honor 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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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.

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS

All course materials, excluding The Shoemaker and the Tea Party, Hamilton, and Douglass and Jacobs' narratives are available on the Canvas course management system. Readings are due on the day for which they are assigned (i.e. readings listed under 8 January are due by class time on 8 January).

WEEK 1

- MONDAY, 22 AUGUST (Lecture – Introduction)
- WEDNESDAY, 24 AUGUST (Lecture – Empire: European Colonization Begins)
 - **Readings:**
 - TAY, Ch. 1, Sec. I, "[Introduction](#)"
 - TAY, Ch. 1, Sec. II, "[The First Americans](#)"
 - TAY, Ch. 1, Sec. III, "[European Expansion](#)"
 - TAY, Ch. 1, Sec. IV, "[Spanish Exploration and Conquest](#)"
 - TAY, Ch. 1, Sec. V, "[Conclusion](#)"
- FRIDAY, 26 AUGUST (Section Meeting – Introduction to Final Project)
 - **Assignments:**
 - Take Quiz #1 on Canvas
 - **Readings:**
 - Syllabus
 - Final Project Prompt

WEEK 2

- MONDAY, 29 AUGUST (Lecture – Empire: European Empires in North America)
 - **Readings:**
 - TAY, Ch. 2, Sec. I, "[Introduction](#)"
 - TAY, Ch. 2, Sec. II, "[Spanish America](#)"
 - TAY, Ch. 2, Sec. III, "[Spain's Rivals Emerge](#)"
 - TAY, Ch. 2, Sec. IV, "[English Colonization](#)"
 - TAY, Ch. 2, Sec. V, "[Jamestown](#)"
 - TAY, Ch. 2, Sec. VI, "[New England](#)"
 - TAY, Ch. 2, Sec. VII, "[Conclusion](#)"
 - TAY, Ch. 3, Sec. IV, "[New Colonies](#)"
 - TAY, Ch. 3, Sec. V, "[Riot, Rebellion, and Revolt](#)"
 - TAY, Ch. 3, Sec. VI, "[Conclusion](#)"
 - TAY, Ch. 4, Sec. V, "[Seven Years' War](#)"
 - TAY, Ch. 4, Sec. VI, "[Pontiac's War](#)"
 - TAY, Ch. 4, Sec. VII, "[Conclusion](#)"

- WEDNESDAY, 31 AUGUST (Lecture – Slavery and Capitalism: British Empire and the World)

- **Readings:**

- TAY, Ch. 3, Sec. I, "[Introduction](#)"
- TAY, Ch. 3, Sec. II, "[Slavery and the Making of Race](#)"
- TAY, Ch. 4, Sec. I, "[Introduction](#)"
- TAY, Ch. 4, Sec. II, "[Consumption and Trade in the British Atlantic](#)"
- TAY, Ch. 4, Sec. III, "[Slavery, Anti-Slavery and Atlantic Exchange](#)"
- Olaudah Equiano, "[The Horrors of the Middle Passage](#)"

- FRIDAY, 2 SEPTEMBER (Section Meeting – Introduction to Paper #1 / Final Project Meeting)

- **Assignments:**

- Determine Final Project Subgroups.

- **Readings:**

- Paper #1 Prompt

WEEK 3

- MONDAY, 5 SEPTEMBER (Labor Day – **NO CLASS**)

- WEDNESDAY, 7 SEPTEMBER (Lecture – Democracy: Colonial Governance and the Imperial Crisis)

- **Readings:**

- TAY, Ch. 3, Sec. III, "[Turmoil in Britain](#)"
- TAY, Ch. 4, Sec. IV, "[Pursuing Political, Religious and Individual Freedom](#)"

- FRIDAY, 9 SEPTEMBER (Section Meeting – Discussion: *The Shoemaker and the Tea Party*, Pt. I)

- **Assignments:**

- Take Quiz #2 on Canvas

- **Readings:**

- Young, *The Shoemaker and the Tea Party*, pp. vii-84

WEEK 4

- MONDAY, 12 SEPTEMBER (Lecture – Revolutionary Era: Causes of the American Revolution)

- **Readings:**

- TAY, Ch. 5, Sec. I, "[Introduction](#)"
- TAY, Ch. 5, Sec. II, "[The Origins of the American Revolution](#)"
- TAY, Ch. 5, Sec. III, "[The Causes of the American Revolution](#)"

- WEDNESDAY, 14 SEPTEMBER (Lecture – Revolutionary Era: The War for Independence)

- **Readings:**

- TAY, Ch. 5, Sec. IV, "[Independence](#)"

- TAY, Ch. 5, Sec. V, "[The War for Independence](#)"
- TAY, Ch. 5, Sec. VI, "[The Consequences of the American Revolution](#)"
- TAY, Ch. 5, Sec. VII, "[Conclusion](#)"
- [Declaration of Independence](#)

• FRIDAY, 16 SEPTEMBER (Section Meeting – Discussion: *The Shoemaker and the Tea Party*, Pt. II)

- **Assignments:**
 - Take Quiz #3 on Canvas
- **Readings:**
 - Young, *The Shoemaker and the Tea Party*, pp. 85-207

WEEK 5

• MONDAY, 19 SEPTEMBER (Lecture – Revolutionary Era: Building a New Nation)

- **Textbook:**
 - TAY, Ch. 6, Sec. I, "[Introduction](#)"
 - TAY, Ch. 6, Sec. II, "[Shays' Rebellion](#)"
 - TAY, Ch. 6, Sec. III, "[The Constitutional Convention](#)"
 - TAY, Ch. 6, Sec. IV, "[Ratifying the Constitution](#)"
 - [United States Constitution](#)

• WEDNESDAY, 21 SEPTEMBER (Lecture – Revolutionary Era: Early Republic Politics)

- **Textbook:**
 - TAY, Ch. 6, Sec. V, "[Rights and Compromises](#)"
 - TAY, Ch. 6, Sec. VI, "[Hamilton's Financial System](#)"
 - TAY, Ch. 6, Sec. VII, "[The Whiskey Rebellion and Jay's Treaty](#)"
 - TAY, Ch. 6, Sec. VIII, "[The French Revolution and the Limits of Liberty](#)"
 - TAY, Ch. 6, Sec. IX, "[Religious Freedom](#)"
 - TAY, Ch. 6, Sec. X, "[The Election of 1800](#)"
 - TAY, Ch. 6, Sec. XI, "[Conclusion](#)"

• FRIDAY, 23 SEPTEMBER (Section Meeting – Discussion: *Hamilton*)

- **Assignments:**
 - Take Quiz #4 on Canvas
- **Required Materials:**
 - *Hamilton: An American Musical*
 - Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," *The Public Historian* (only on Canvas)
 - Aja Romano, "[Hamilton is fanfic, and its historical critics are totally missing the point,](#)" *Vox*
 - Joanne B. Freeman, "[How Hamilton Uses History,](#)" *Slate*
 - Jennifer Schuessler, "['Hamilton' and History: Are They in Sync?](#)" *New York Times*

WEEK 6

- MONDAY, 26 SEPTEMBER (Lecture – Empire: The “Empire of Liberty” to Indian Removal)

- **Readings:**

- TAY, Ch. 7, Sec. IV, “[Jefferson as President](#)”
- TAY, Ch. 7, Sec. V, “[Native American Power and the United States](#)”
- TAY, Ch. 7, Sec. VI, “[The War of 1812](#)”
- TAY, Ch. 7, Sec. VII, “[Conclusion](#)”
- TAY, Ch. 12, Sec. I, “[Introduction](#)”
- TAY, Ch. 12, Sec. II, “[Antebellum Western Migration and Indian Removal](#)”
- TAY, Ch. 12, Sec. III, “[Life and Culture in the West](#)”

- WEDNESDAY, 28 SEPTEMBER (Lecture – Empire: Manifest Destiny to the Age of the “Filibuster”)

- **Readings:**

- TAY, Ch. 12, Sec. IV, “[Texas, Mexico and America](#)”
- TAY, Ch. 12, Sec. V, “[Manifest Destiny and the Gold Rush](#)”
- TAY, Ch. 12, Sec. VI, “[The Monroe Doctrine and Manifest Destiny](#)”
- TAY, Ch. 12, Sec. VII, “[Conclusion](#)”

- FRIDAY, 30 SEPTEMBER (Section Meeting – Final Project Meeting)

- **Assignments:**

- **PAPER #1 DUE IN HARD AND ELECTRONIC COPY DURING SECTION**
- Determine Format of Final Presentation

WEEK 7

- MONDAY, 3 OCTOBER (Lecture – Slavery: The Cotton Revolution)

- **Readings:**

- TAY, Ch. 11, Sec. I, “[Introduction](#)”
- TAY, Ch. 11, Sec. II, “[The Importance of Cotton](#)”
- TAY, Ch. 11, Sec. III, “[Cotton and Slavery](#)”
- TAY, Ch. 11, Sec. IV, “[The South and the City](#)”
- TAY, Ch. 11, Sec. V, “[Southern Culture](#)”
- TAY, Ch. 11, Sec. VI, “[Religion and Honor in the Slave South](#)”
- TAY, Ch. 11, Sec. VII, “[Conclusion](#)”

- WEDNESDAY, 5 OCTOBER (Lecture – Slavery: The Cotton Revolution)

- FRIDAY, 7 OCTOBER (Section Meeting – Introduction to Paper #2 / Discussion: Douglass and Jacobs, Pt. I)

- **Assignments:**

- Take Quiz #5 on Canvas

- **Readings:**

- Paper #2 Prompt

- Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*, pp. 3-63 (Preface through Ch. IX [inclusive])
- Jacobs, *Incidents in the Life of a Slave Girl*, pp. 119-238 ("Preface by the Author" through "Months of Peril" [inclusive])

WEEK 8

- MONDAY, 10 OCTOBER (Lecture – Capitalism: Slavery and Capitalism)

- **Readings:**

- TAY, Ch. 8, Sec. III, "[The Decline of Northern Slavery and the Rise of the Cotton Kingdom](#)"

- WEDNESDAY, 12 OCTOBER (Lecture – Capitalism: The Market Revolution)

- **Readings:**

- TAY, Ch. 8, Sec. I, "[Introduction](#)"
- TAY, Ch. 8, Sec. II, "[Early Republic Economic Development](#)"
- TAY, Ch. 8, Sec. IV, "[Changes in Labor Organization](#)"
- TAY, Ch. 8, Sec. V, "[Changes in Gender Roles and Family Life](#)"
- TAY, Ch. 8, Sec. VI, "[The Rise of Industrial Labor in Antebellum America](#)"
- TAY, Ch. 8, Sec. VII, "[Conclusion](#)"

- FRIDAY, 14 OCTOBER (Homecoming – **NO CLASS**)

WEEK 9

- MONDAY, 17 OCTOBER (Lecture – Democracy: Jeffersonian Republicanism and Jacksonian Democracy)

- **Readings:**

- TAY, Ch. 7, Sec. I, "[Introduction](#)"
- TAY, Ch. 7, Sec. III, "[Jeffersonian Republicanism](#)"
- TAY, Ch. 9, Sec. I, "[Introduction](#)"
- TAY, Ch. 9, Sec. II, "[Democracy in the Early Republic](#)"
- TAY, Ch. 9, Sec. III, "[The Missouri Crisis](#)"
- TAY, Ch. 9, Sec. IV, "[The Rise of Andrew Jackson](#)"
- TAY, Ch. 9, Sec. V, "[The Nullification Crisis](#)"
- TAY, Ch. 9, Sec. VI, "[The Eaton Affair and the Politics of Sexuality](#)"
- TAY, Ch. 9, Sec. VII, "[The Bank War](#)"
- TAY, Ch. 9, Sec. VIII, "[The Panic of 1837](#)"
- TAY, Ch. 9, Sec. IX, "[Rise of the Whigs](#)"
- TAY, Ch. 9, Sec. X, "[Anti-Masons, Anti-Immigrants, and the Whig Coalition](#)"

- WEDNESDAY, 19 OCTOBER (Lecture – Democracy: Religion, Reform, and Rebellion)

- **Readings:**

- TAY, Ch. 7, Sec. II, "[Free and Enslaved Black Americans and the Challenge to Slavery](#)"

- TAY, Ch. 9, Sec. XI, "[Race and Jacksonian Democracy](#)"
- TAY, Ch. 10, Sec. I, "[Introduction](#)"
- TAY, Ch. 10, Sec. II, "[Revival and Religious Change](#)"
- TAY, Ch. 10, Sec. III, "[Atlantic Origins of Reform](#)"
- TAY, Ch. 10, Sec. IV, "[The Benevolent Empire](#)"
- TAY, Ch. 10, Sec. V, "[Antislavery and Abolitionism](#)"
- TAY, Ch. 10, Sec. VI, "[Women's Rights in Antebellum America](#)"
- TAY, Ch. 10, Sec. VII, "[Conclusion](#)"

• FRIDAY, 21 OCTOBER (Section Meeting – Discussion: Douglass and Jacobs, Pt. II)

- **Assignments:**

- Take Quiz #6 on Canvas

- **Readings:**

- Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*, pp. 64-113 (Ch. X through Appendix [inclusive])
- Jacobs, *Incidents in the Life of a Slave Girl*, pp. 239-350 ("The Children Sold" through "Free at Last" [inclusive])

WEEK 10

• MONDAY, 24 OCTOBER (Feast of St. Lewis – **NO CLASS**)

• WEDNESDAY, 26 OCTOBER (Lecture – Popular Culture in Antebellum America)

- **Readings:**

- Harriet Beecher Stowe, [Uncle Tom's Cabin, Ch. VII](#)
- Harriet Beecher Stowe, [Uncle Tom's Cabin, Chs. XXXII and XXXIII](#)
- Horatio Alger, "[The Lottery Ticket](#)"
- Horatio Alger, "[Aunt Jane's Ear Trumpet](#)"
- Henry Smith, "The Congaree Maiden" and "Temperance Speech" (only on Canvas)

• FRIDAY, 28 OCTOBER (Section Meeting – Final Project Meeting)

- **Assignments:**

- **PAPER #2 DUE IN HARD AND ELECTRONIC COPY DURING SECTION**
- Determine Theme of Final Presentation

WEEK 11

• MONDAY, 31 OCTOBER (Discussion – Topic: "What does it mean to govern yourself?")

- **Readings:**

- [Abigail and John Adams Converse on Women's Rights](#)
- James Madison, "[The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection](#)," *The Federalist*, No. 10

- Frederick Douglass, "[What to the Slave is the 4th of July?](#)"
- Elizabeth Cady Stanton, et. al., "[The Declaration of Sentiments and Resolutions](#)"
- George Fitzhugh, [excerpt from Sociology for the South](#)
- Thomas Skidmore, [Preface to The Rights of Man to Property](#)

• WEDNESDAY, 2 NOVEMBER (Discussion – Topic: “Did early Americans govern themselves?”)

• FRIDAY, 4 NOVEMBER (Section Meeting – Introduction to Paper #3)

- **Assignments:**

- Paper #3 Prompt

WEEK 12

• MONDAY, 7 NOVEMBER (Lecture – The Civil War Era: The Sectional Crisis)

- **Readings:**

- TAY, Ch. 13, Sec. I, "[Introduction](#)"
- TAY, Ch. 13, Sec. II, "[Sectionalism in the Early Republic](#)"
- TAY, Ch. 13, Sec. III, "[The Crisis Joined](#)"
- TAY, Ch. 13, Sec. IV, "[Free Soil, Free Labor, Free Men](#)"
- TAY, Ch. 13, Sec. V, "[From Sectional Crisis to National Crisis](#)"
- TAY, Ch. 13, Sec. VI, "[Conclusion](#)"

• WEDNESDAY, 9 NOVEMBER (Lecture – The Civil War Era: Fort Sumter to Chancellorsville)

- **Readings:**

- TAY, Ch. 14, Sec. I, "[Introduction](#)"
- TAY, Ch. 14, Sec. II, "[The Election of 1860 and Secession](#)"
- TAY, Ch. 14, Sec. III, "[A War for Union 1861-1863](#)"

• FRIDAY, 11 NOVEMBER (Veteran’s Day – **NO CLASS**)

WEEK 13

• MONDAY, 14 NOVEMBER (Lecture – The Civil War Era: Chancellorsville to Appomattox)

- **Readings:**

- TAY, Ch. 14, Sec. IV, "[War for Emancipation 1863-1865](#)"
- TAY, Ch. 14, Sec. V, "[Conclusion](#)"

• WEDNESDAY, 16 NOVEMBER (Lecture – The Civil War Era: Reconstruction, Pt. I)

- **Readings:**

- TAY, Ch. 15, Sec. I, "[Introduction](#)"
- TAY, Ch. 15, Sec. II, "[Politics of Reconstruction](#)"
- TAY, Ch. 15, Sec. III, "[The Meaning of Black Freedom](#)"
- TAY, Ch. 15, Sec. IV, "[Reconstruction and Women](#)"
- TAY, Ch. 15, Sec. V, "[Racial Violence in Reconstruction](#)"

- TAY, Ch. 15, Sec. VI, "[Economic Development during the Civil War and Reconstruction](#)"
- TAY, Ch. 15, Sec. VII, "[The End of Reconstruction](#)"
- TAY, Ch. 15, Sec. VIII, "[Conclusion](#)"

- FRIDAY, 18 NOVEMBER (Section Meeting – Final Project Meeting)

- **Assignments:**

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|---|
| <ul style="list-style-type: none"> ○ <u>PAPER #3 DUE IN HARD AND ELECTRONIC COPY DURING SECTION</u> ○ Determine Subgroups' Content |
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WEEK 14

- MONDAY, 21 NOVEMBER (Lecture – The Civil War Era: Reconstruction, Pt. II)
- WEDNESDAY, 23 NOVEMBER (Thanksgiving – **NO CLASS**)
- FRIDAY, 25 NOVEMBER (Thanksgiving – **NO CLASS**)

WEEK 15

- MONDAY, 28 NOVEMBER (Lecture – Final Project Meeting)

During our normally scheduled lecture meeting, students will instead meet in FAB 0105 to work on their final presentations with their section mates.

- WEDNESDAY, 30 NOVEMBER (Lecture – Final Project Meeting)

During our normally scheduled lecture meeting, students will instead meet in FAB 0105 to work on their final presentations with their section mates.

- FRIDAY, 2 DECEMBER (Section Meeting – Final Project Presentations)

- **Assignments:**

- | |
|---|
| <ul style="list-style-type: none"> ○ <u>FINAL PROJECT PRESENTATIONS</u> |
|---|

WEEK 16

- MONDAY, 5 DECEMBER (Discussion – Topic: “What does this history tell us about the present?”)
- WEDNESDAY, 7 DECEMBER (Discussion – Topic: “How can I improve this course?”)