Course Description

The study of history is not merely an accumulation of facts and dates; rather it is a complex tapestry of overlapping studies that examine every facet of human life. This course introduces students to major concepts, themes, and events in the history of the Americas from Native societies before European contact through the Reconstruction of the United States. This is NOT a course focused solely on the establishment of thirteen British colonies on the eastern North American seaboard and their development as the United States of America. Nonetheless, the area of the current United States will be central, as this course will endeavor to demonstrate the exchange of political, social, cultural, intellectual, technological, economic and religious aspects of life in the Atlantic World until 1865.

Course Objectives

I. Student learning objectives: Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302)

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1) To examine historical processes across a range of time periods and cultures

2) To analyze the effects of social, political, economic, and global forces on this nation

3) To understand the evolution and current role of the U.S. in the world

4) To identify and understand differences and commonalities within diverse cultures

This course aims to help students place the historical past within a global and transnational context. By the conclusion of the course, students should not only be familiar with major historical developments, events, and global trends but also basic tools
of learning and study. Students will move beyond traditional memorization of material to a sophisticated level of thinking, analysis, and synthesis. Students will be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents. The course requires students to analyze the causes and processes of continuity and change across historical periods through the following themes:

1. **Interaction between humans and the environment:** Demography and disease, Migration, Patterns of settlement, Technology
2. **Development and interaction of cultures:** Religions, Belief systems, philosophies & ideologies, Science & technology, The arts and architecture
3. **State-building, expansion and conflict:** Political structures and forms of governance, revolutions, regional and global structures and organizations
4. **Creation, expansion and interaction of economic systems:** Agricultural production, trade and commerce, labor systems, industrialization, capitalism and socialism
5. **Development and transformation of social structures:** Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes

These five themes and many of their elements overlap with one another. As we build on each of the themes we will revisit previous ones to show the interconnectedness of the American past.

The tools you will acquire in the course include:

1. **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.
2. **Historical Thinking:** Students will learn how to consider broad themes in the nuances and complexities of their historical contexts and how to apply historical learning to contemporary issues and questions.
3. **Interpretation of Evidence:** Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created, and to evaluate their relevance to present-day understanding of earlier periods.
Course Requirements
- Primary Source Analysis: 75 points
- Mid-term Exam: 100 points
- Secondary Source Analysis: 75 points
- Final Exam: 125 points
- Reading Journals: 50 points
- Debates: 50 points
- Attendance: 25 points
TOTAL POINTS: 500

Grade Scale
- 450-500 = A
- 400-449 = B
- 350-399 = C
- 300-349 = D
- 0-299 = F

Course Materials
- Required:
  The *American Yawp, Before 1877: A Free and Online, Collaboratively Built American History Textbook*. Joseph Locke and Ben Wright, editors. Website: www.americanyawp.com
  The *American Yawp, Before 1877: A Documentary Companion to the American Yawp*. Joseph Locke and Ben Wright, editors. Website: www.americanyawp.com/reader.html

PURCHASE: Top Hat. Students will be required to use Top Hat to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) for a brief overview on using the system. Information regarding pricing and Angelo State’s partnership with Top Hat can be found here. Register by simply visiting our course website: https://app.tophat.com/e/078840. Our Course Join Code is 078840.
All other required readings will be designated “BB” and posted on Blackboard.

Plagiarism & Academic Honesty
Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question. Read this helpful tool to avoid common plagiarism pitfalls.

Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. All academic integrity violations will be referred to the Executive Director of Student Affairs will review the case and may impose additional sanctions if warranted as outlined in the Code of Student Conduct. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student Handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:

**Mid-term Exam** (Blue Book and thin green scantron needed) – 100 points total

1.) Multiple Choice – 40 questions

2.) Matching & True/False – 20 questions

**Final Exam** (Blue Book and thin green scantron needed) – 125 points total

1.) Multiple choice – 45 points

2.) Essay – 80 points
   - Analyzing evidence and ideas obtained from the course, including lecture materials, reading assignments, and class discussions
     A. In-Class
     - Possible essay questions will be given before the exam, two essay questions will appear on the exam, students will respond to one (worth forty points)
     B. Take-Home
     - An essay prompt will be given before the exam, students will answer the question and turn in a physical copy of the essay at the start of the exam (worth forty points)

**Alternative Time Request for Final Exam**
Students with three or more finals in a single calendar day period have the right to an alternative exam date. They must submit a formal request for an alternative date in writing, along with an official copy of their class schedule for verification purposes.

Requests must be submitted two weeks before our scheduled final exam.

**Primary Source Analysis** – 75 points
1,000 – 1,250 words. Students will craft an essay answering questions concerning the primary source, *Common Sense*, OR *A Midwife’s Tale*. It will require students to interrogate the document’s major points/arguments AND put the document in the larger political, social, and economic context(s). Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and previous readings to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Writing skills will be integral to the assessment. *Students must turn their assignments under the “Assignment” tab of the Blackboard site and are due by the start of class*. Papers below or over the word limit will be automatically penalized.

More detailed information will be posted on Blackboard prior to the assignment.
Secondary Source Analysis – 75 points
1,000 – 1,250 words. This is NOT a standard “book review.” Students will craft an essay answering questions concerning the secondary source, *In Search of the Promised Land* and fugitive slave advertisements. It will require students to analyze the document’s major points/arguments AND put the document in the larger political, social, and economic context(s) while interweaving other approved primary and secondary sources. Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and approved outside sources to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Writing skills will be integral to the assessment. *Students must turn their assignments under the “Assignment” tab of the Blackboard site and are due by the start of class.* Papers below or over the word limit will be automatically penalized. More detailed information will be posted on Blackboard prior to the assignment.

Class Attendance – 25 points
Attendance will be recorded for each class. Forgery on an attendance sheet is classified as academic dishonesty. Students may have up to three unexcused absences without penalty. For each unexcused absence after the first three, I will lower the attendance grade 10%. An entire letter grade for the course will be dropped if a student misses 20% or more of the semester. *It is the student’s responsibility to sign the attendance sheet each day they are present for class.*

It is important that you come to class on time and you are mentally present in class. You will be marked absent if you: 1) are more than 5 minutes late, 2) use an unsanctioned electronic devise in class 3) leave class before it is over 4) do work for another class or job during our class 5)

I reserve the right to count class participation as attendance credit.

An excused absence is correlated to university sponsored events (ie athletics, conferences, etc.), medical issues, or personal/family emergencies requires both official documentation and email notification within 7 days of the missed class.

Class Debates – Two at 25 points each
At two points in the semester, we will have a period of class debates that will require students to demonstrate comprehension and analysis of required readings and class lectures. Debate prompts and requirements will be given one week prior to each discussion.
**Reading Journals** – 5 at 10 points each
At 5 points in the semester, students will be prompted with a discussion question based on a reading and will then respond via Blackboard by the start of class. Reading Journals should be at least a solid paragraph that answers the prompt in multifaceted details with succinct quotes from the text as evidence. **No late Reading Journals will be accepted.**

**Top Hat**
At least once a week, students will answer several questions that will register as that day’s attendance. These quizzes will demonstrate the extent of student comprehension, analysis of course content, and prepare students for exams.

**Late Assignments**
Unless otherwise noted, Assignments turned in after the due date will be docked one letter grade each 24 hours after the due date.

**Extra Credit**
All Extra Credit opportunities are due via e-mail by 11:59pm the Friday before your Final Exam

1.) **Historical Podcasts**
5 bonus points will be awarded to students who listen to a historical podcast and write a 300 – 350 word response that relates what you saw at the museum to a course topic or theme.

2.) **Fort Concho, San Angelo Museum of Fine Arts** or any historically significant site
5 bonus points will be awarded to students who visit Fort Concho, the San Angelo Museum of Fine Arts, or any historically significant site, and write a brief response. Clio is an excellent smartphone app to help connect you to the culture and history around you. A picture of yourself there along with a 300 – 350 word response that relates what you saw to a course topic or theme.

Additional Extra credit assignments are at my discretion. Students will be notified in advance if any opportunities arise.

**Emergency Procedures & Inclement Weather:**
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found [here](#).

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and
cancel classes. If the university remains open, students should make every attempt to
get to class within the bounds of personal safety.
It is the student’s responsibility to ascertain whether the university will be open during
class times in the event of inclement weather.

Special Accommodations:

From the ASU accommodation website: “ASU is committed to the principle that no
qualified individual with a disability shall, on the basis of disability, be excluded from
participation in or be denied the benefits of the services, programs or activities of the
university, or be subjected to discrimination by the university, as provided by the
Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act
Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the
designated campus department charged with the responsibility of reviewing and
authorizing requests for reasonable accommodations based on a disability. It is the
student’s responsibility to initiate such a request by contacting an employee of the
Office of Student Affairs, in the Houston Harte University Center, Room 112, or
contacting the department via email at ADA@angelo.edu. For more information about
the application process and requirements, visit the Student Disability Services website
at www.angelo.edu/ADA.”

You are encouraged to make this request within the first week of the semester so that
appropriate arrangements can be made. Faculty members are not allowed to provide
accommodation for a student’s disability needs without approval from the Office of
Student Life and requests sometimes take a while to process.

Midterm Make-Up Exam
I reserve the right to handle test make-ups on a case-by-case basis in extenuating
circumstances.
There is no make-up exam for the Final.

Electronic Devices:
Laptops are NOT permitted in class unless for a CEA accommodation. Students must
be prepared to take detailed class notes by hand. All cell phones must either be turned
off or put into silent mode during class. Smartwatches must be used during class as a
watch only. Any student caught texting or engaging in any other form of illicit cell
phone activity will be kicked out of class for the day.
Recording and Course Content Restrictions
Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor’s intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

Email Etiquette
Adapted from Purdue Writing Owl https://owl.english.purdue.edu/owl/resource/636/1/

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email's recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith: When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.
- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo – no ttyl or thnx
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time
- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

Course Aids
1.) Student Hours
I am here to help you succeed in this class and in your education. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed. Student hours are a chance for you to get help on homework, go over class or reading material, and talk about some connections between class and other interests you may have. My office is
the Academic Building 239B, if you cannot make my scheduled student hours I will be happy to set up an appointment.

2.) Academic Tutoring
Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session. The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU’s Academic Tutoring website and the Writing Center website for more information.

3.) Academic Advising
Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation.

Visit ASU’s Undergraduate Academic Advising website for more information.

In addition, ASU’s Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the SWAG website for more information.

4.) First Generation Programs
ASU’s First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students’ academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.
5.) Counseling Services
Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their website for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

Personal or Family Emergencies Affecting Academic Performance
If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify his/her academic dean and/or the Executive Director of Student Affairs before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.

Religious Holy Days:
Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

Undocumented Students
I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

Title IX at Angelo State University:
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE),
and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** michelle.boone@angelo.edu

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**University Policies:**

For additional general university policies, consult the university student handbook.

Here is a handbook link for you:


**Course Schedule**

Readings should be **completed by the start of class on the day they are assigned** – it is your responsibility to check Blackboard on a regular basis.

**Week 1 – August 26, 28, 30**

M: Introduction

W: New World Encounters

F: New World Encounters

  Read: American Yawp - Ch. 2 Colliding Cultures
  Blackboard - Calloway, Collin. *New Worlds For All* (pg 1-6)

**Week 2 – September 2, 4, 6**

M: NO CLASS - Labor Day Holiday

W: European Colonies and Native American Resistance
F: European Colonies and Native American Resistance
Read: Blackboard - Lepore, Jill. *The Name of War: King Phillip’s War and the Origins of American Identity* (pg. 4-18)

Week 3 – September 9, 11, 13
M: Colonial Society in the Americas
Read: Blackboard – **Reading Journal I Due** → Rediker, Marcus. *Liberty Beneath the Jolly Roger: The Lives of Anne Bonny and Mary Read, Pirates*

W: Colonial Society in the Americas
Read: American Yawp - Ch. 4 Colonial Society

F: The French and Indian War

Week 4 – September 16, 18, 20
M: Origins of Revolution
Read: Blackboard: - **Reading Journal II Due** → Harms, Robert. *The Diligent: Worlds of the Slave Trade* (pg 293 - 313)

W: Origins of Revolution
Read: American Yawp - Ch. 5 The American Revolution Part I & II

F: Origins of Revolution
Read: American Yawp - Ch. 5 The American Revolution III thru VII

Week 5 – September 23, 25, 27
M: American Revolution(s)
**Primary Source Analysis Due (Common Sense OR A Midwife’s Tale)**

W: American Revolution(s)
Read: Blackboard - Breen, T.H. *American Insurgents, American Patriots* (pg. 3-19)

F: American Revolution(s)
**Class Debate I: Revolution or Reconciliation**

Week 6 – September 30, October 2, 4
M: Confederation or Constitution?

W: Confederation or Constitution?
F: Confederation or Constitution?

Week 7 – October 7, 9, 11
M: America and the Age of Revolutions
     Read: American Yawp - Ch. 7 The Early Republic

W: America and the Age of Revolutions
     Read: American Yawp - Ch. 9 Democracy in America, Part I – II

F: America and the Age of Revolutions
     Read: Blackboard - Zagarri, Rosemarie. Revolutionary Backlash: Women and Politics in the Early American Republican

Week 8 – October 14, 16, 18
M: Revolutions and Resurgence in the Americas
     Read: American Yawp Primary Source Reader – Ch. 7 “Tecumseh Calls for Pan Indian Resistance, 1810”

W: The War of 1812 and American Expansion

F: The War of 1812 and American Expansion
     Read: American Yawp - Ch. 8 The Market Revolution

Week 9 – October 21, 23, 25
M: Midterm Exam

W: The Age of Jackson
     Read: American Yawp - Ch. 11 The Cotton Revolution

F: The Age of Jackson

Week 10 – October 28, 30, November 1
M: The Age of Jackson
     Read: Blackboard - Watson, Liberty and Power: The Politics of Jacksonian Politics, pgs 244-254

W: The Age of Jackson
     Read: Blackboard - Wallace, Anthony. The Long Bitter Trail pgs. 50-72

F: Manifest Destiny in the Americas
Read: Blackboard – **Reading Journal III Due** → Johnson, Paul E. *A Shopkeeper’s Millennium*, pgs 3-14

Week 11 – November 4, 6, 8
M: Manifest Destiny in the Americas
   Read: Blackboard - David Walker, *Appeal to the Coloured Citizens of the World*

W: Manifest Destiny in the Americas
   Read: American Yawp Ch. 12 Manifest Destiny

F: Manifest Destiny in the Americas
   Read: Blackboard – **Reading Journal IV Due** → Weber, David J. *Refighting the Alamo: Mythmaking and the Texas Revolution*.

Week 12 – November 11, 13, 15
M: Antebellum Sectional Tensions
   Read: Blackboard - Sang Yuen - To His Excellency Gov. Bigler Weeks, William Ear. *Building the Continental Empire: American Expansion from the Revolution to the Civil War*, Ch. 5

W: Antebellum Sectional Tensions
   Read: American Yawp Ch. 13 The Sectional Crisis, Part I-IV

F: Antebellum Sectional Tensions
   Read: American Yawp Ch. 13 The Sectional Crisis, Part V

Week 13 – November 18, 20, 22
M: A House Divided: The Secession Crisis
   **Secondary Source Analysis Due**

W: A House Divided: The Secession Crisis
   Read: American Yawp Ch. 14. The Civil War Part I - II

F: The U.S. Civil War
   Read: Blackboard - The 1860 Republican Party Platform
   Blackboard - **Reading Journal V Due** → “The Southern States Must Stand Together…”

Week 14 – November 25, 27, 29
M: The U.S. Civil War
   **Class Debate II: Secession Crisis**

W: **NO CLASS – THANKSGIVING BREAK**
F: NO CLASS – THANKSGIVING BREAK

Week 15 – December 2, 4, 6

M: The U.S. Civil War
Read: American Yawp Ch. 14. The Civil War Part III.

W: The U.S. Civil War
Read: American Yawp Ch. 14. The Civil War Part IV - V

F: The U.S. Civil War
Read: Blackboard - Fountain Hughes: Voices from the Days of Slavery: Stories, Songs and Memories

Final Exam: Wednesday, December 11, 10:30am – 12:30pm

DISCLAIMER
I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.