

# Survey of the History of the United States to 1877

## Fall 2017

HIST 121-001

(MWF 8am-8:50am)

STRONG 204

HIST 121-005

(MWF 1:25pm-2:15pm)

STRONG 400

**INSTRUCTOR: Dr. John Gram**

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PHONE: 417-836-5378 (office)

OFFICE: Strong 436

OFFICE HOURS: 10am-12pm (MWF); or, by appointment

**Email is ALWAYS the best way to reach me.** I usually stop checking my email around 8pm. During the week, I respond to all emails within 24 hours (usually much sooner). On the weekends or during breaks, it may take longer than 24 hours. **If I have not responded to an email (during the week) within 24 hours, please feel free to email again.** It's not nagging. **Also, if you discuss something with me right after class, please always send a follow up email!**

### **A Few Notes on Email Etiquette (Please Read Before Emailing Me)**

1) Please include something in your subject line to give me an idea of what the email is going to be about. Something like "Question about Document 3-1" or "Question about My Grade on Exam 2" is very helpful.

2) Please include a proper introduction in the initial email of a correspondence: "Dear Dr. Gram," "Hi, Dr. Gram," etc. Remember, emails between professors and students are almost always professional communications. "Hey!" or "Hello!" by themselves are not sufficient greetings in a professional setting. This is good practice for the kinds of emails you will send out in the professional world after graduation—whether to bosses, co-workers, or clients. (Cards on the table: I really don't care that much about emails, but many people you meet in your professional life will; might as well practice now.)

3) In the first sentence of your email, please include your name, your class, AND your section. This will help me to look up any information I might need to answer your question more quickly. Something like "This is Bob McBobberstein in your HIST 121-005 class" saves me quite a bit of hassle in answering your question.

4) Please make sure your question has not already been answered in the syllabus (always on blackboard), in the assignment instruction sheet (always on blackboard) or in a previous mass email to your class (always on blackboard). I don't mind answering student questions at all! However, I have close to 200 students each semester, and if you all ask me questions I have already answered elsewhere, it will quickly overwhelm my inbox. If you still have a question, or if you still need clarification about something, fire away! **Examples of questions you never need to ask: When is such-and-such due? (It's in the syllabus.) I missed class such-and-such day; what did we cover? (It's in the syllabus.) When will such-and-such be graded? (If you don't see the grade on blackboard, it's not graded yet.) When will you post the study guide/prompt for such-and-such? (It's in the syllabus.)**

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**\*\*\*YOU MAY NEVER USE INTERNET SOURCES IN THIS COURSE\*\*\***

I have decided to ban the use of internet sources in all of my 121 and 122 courses. This means that you may not use internet sources on any writing assignments or to help you prepare for any of our exams. There are several reasons for this:

- 1) There is more to history than simply "memorizing facts." You have to know how to evaluate competing claims in the documentary record, understand the historical context for events, develop and defend plausible cause and effect relationships across time, etc, etc. While there are some places on the internet doing history well ... there are far too many places doing a terrible job. It is my job to give you a basic "skeleton" of US history before you leave this course; I do not have time to correct bad history at the same time. After you leave this course, you can get your historical information from wherever you like, of course. But in this class, we will stick to the textbooks I have chosen and the lectures I will give – though, yes, none of these will be perfect or the only "right" way to interpret the past.
  - 2) Googling is not the same as analyzing and using critical thinking skills. I want you to wrestle with historical problems and questions. I want you to have to think. I do not want you relying on the work of others as a crutch. Please note that I do not expect you to be "experts" on any topic you write about in this course, nor do I expect you to know how to effectively wield all the tools in a historian's toolbox. As this is a course designed with first-year students in mind, I will hold you to the standard of undergraduate students still learning how to analyze and communicate at a college-level. Each of you are capable of meeting that standard, and there are multiple sources of aid on campus (including me!) that you can use for every assignment.
  - 3) On average, I turn in roughly 10-15 students each semester for academic violations. Almost every time, a student has plagiarized using the internet. Since you do not need internet sources to be successful in this class (everything I expect you to know will either be in the lectures or in our textbooks), I've decided to remove the temptation.
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## **TO SUCCEED IN THIS COURSE, YOU WILL NEED TO:**

**1) Develop an effective strategy for taking notes.** You CANNOT write down word-for-word everything I say in 50 minutes! College courses, especially lecture courses, will require you to learn how to pay attention to what is important to write down. You will also need to come up with a system that lets you write down important information quickly; this will mean, among other things, not trying to write in complete sentences. **You can find an example of an effective note-taking technique on blackboard in the “Course Aids” folder.**

**2) Read the textbook and primary document assignments BEFORE coming to class.** Course lectures should NOT be the first time you are hearing all of the information I offer that day. Some of it should overlap with what you have already read in the textbook. Reading the textbook beforehand will help you prepare to get the most out of the lectures each day. In addition, the lectures do not simply repeat the textbook! The lectures will build on knowledge you have already gained from the textbook. Yes, there will be some overlap, but you are responsible for all information in the textbook – not just the parts that also get covered in lectures. I have found that doing the reading assignments beforehand is especially critical for international students because they usually have little to no prior exposure to US history. **You can find handouts on how to read textbooks and primary documents effectively in the “Course Aids” folder.**

**3) Check the syllabus often.** Make sure you know what assignments are coming up, what topics we are covering in lectures, etc. I will try to give timely reminders of upcoming deadlines, but it is **YOUR responsibility as a student in this course to know when assignments are due.**

**4) Check your MSU email often.** I will often send important class information via email. I will also alert you via email if I have to cancel class. **Remember: all mass emails to your class can also be found in the “Announcements” section of blackboard!**

**5) Say something, if you are struggling!** I truly want to help you find success in this course. The sooner you tell me there is a problem, the sooner you and I can start working on possible solutions. If you wait too long, though – say, after a few failed exams – there may not be much we can do to turn things around.

## **FOUR COMMON REASONS STUDENTS FAIL THIS COURSE:**

**1) Failure to attend class regularly.** I am not talking about students who miss a class here or there. I am talking about students who miss substantial class time during the semester. These

students completely miss out on lecture material not covered in the textbook. Thus, these students have little to no notes to help prepare them for the exams or essay assignments. They also risk incurring penalties for excessive absences (see attendance section in the syllabus).

**2) Failure to turn in assignments.** Sometimes students simply don't turn in enough work to pass the course. Even if it's not your best work, even if you have to take a late penalty (see essay section in the syllabus), turn something in!

**3) Failure to drop the course.** For a variety of reasons, students sometimes decide they cannot complete this class. While I hope you will talk to me before deciding to drop, I understand that sometimes this is the best choice for students. However, **you must drop the course yourself!** This is critically important. Drops are not automatic, nor are they something I do for you as the instructor. If you do not officially drop the course, you will receive a letter grade for the course.

**4) Academic dishonesty.** I do not tolerate cheating in my course. The most common forms of cheating I see are: using prohibited sources on assignments, copying other students' assignments, and plagiarism – usually, but not always, in the form of representing someone else's work or ideas as your own. This list is not exhaustive, and you are responsible for being familiar with MSU's Academic Dishonesty Policy (see information below in syllabus).

You are all adults now, and I will hold you to adult standards. If I suspect academic dishonesty has occurred, I will certainly give you a chance to explain your side. However, if I still believe cheating has occurred, I will report it to the university -- as I am required to do. **You will most likely automatically receive a zero on any assignment where I believe cheating took place. You will have no opportunity to make up the work or improve that grade. If you are caught cheating a second time, you will most likely automatically fail the course (yes, this has happened before).** The University provides you an opportunity to protest an accusation of academic dishonesty. Hopefully, I will never have a need to discuss this process with any of you, but we will certainly go over this as part of discussing any alleged incident of cheating.

#### **A NOTE ON ATTENDANCE:**

Attendance in this course is **mandatory**. Each day I will circulate a sign-in sheet, starting at the beginning of class. **It is your responsibility to make sure you sign the sheet to demonstrate your attendance.** If there is no signature, I will count you as absent. Please note that signing for someone else will be viewed as an act of academic dishonesty and disciplined as such.

**You may miss up to FIVE (5) class periods with no penalty. Absences for participating in school-sanctioned activities (e.g. travel for a club or athletic event) do not count toward these five.** Keep in mind that missing five days is the equivalent of almost two weeks of class! In other words, this is a pretty generous policy. **Your five allowed absences include unexcused AND excused absences.** An absence is an absence is an absence.

**Because I do not make any distinction regarding why you have missed, you do not need to provide any sort of documentation for class absences – the exception being school-sanctioned absences.** It also means, though, that the sixth absence gets a penalty, period – even if you think it might qualify as an excused absence. So, **save these absences for true sickness or emergencies!** Certainly, if there are extraordinary circumstances involved, such as a multi-week hospital stay, we can discuss how that might affect enforcement of this policy and what sort of documentation might be needed at that point.

**I will deduct 10 points from your final grade (out of 500 total points in the course) for each absence after the fifth – again, regardless of why you missed from the sixth absence onward. Don't burn through your absences recklessly!**

Just because you have these absences available doesn't mean you have to use them! **Regular attendance is both expected and highly advised.** Each lecture we will cover some material not covered by the textbook, yet you will still be responsible for this material on the exams. Thus, **regular attendance is crucial for success in this course.**

If you miss class, I would recommend getting notes from a classmate. **I do not give out my notes to students under any circumstances, nor do I post power point slides on Blackboard.** My notes and my slides represent my intellectual property. In recent years, various websites have started encouraging (even paying) students to post these things online without the professor's permission. Unfortunately, this has been a problem at Missouri State, as well. Thus, I have made it my policy not to provide students with copies of my notes, nor to make my slides available outside the classroom.

### **Classroom Etiquette:**

- 1) Drinks and **quiet** foods are fine (unless forbidden by school policy in a particular classroom)
- 2) Do NOT text during class. If your significant other can't wait 50 minutes to hear back from you, it just wasn't meant to be ...
- 3) You MAY use computers to take notes or for other class-related business. I am not going to police computer activity in my classroom, but if I become aware that you are distracting others with your computer usage (e.g. watching a movie in class), you will lose computer privileges.
- 4) You may NOT record my lectures without my knowledge.
- 5) Please do NOT talk in class, unless it is to ask a question or to participate in class discussion. There are a bunch of us in the room, and it will be difficult for other students to hear the lecture if there is unnecessary noise

## **Course Description:**

In this course, we will examine the major social, economic, political, and cultural developments in US history through the Reconstruction. We'll look at the development of an "Atlantic World," as Europeans, Native Americans, and Africans collided to form a world in North America that was truly new for everyone. We'll trace how the British colonies in North America came to dominate the eastern part of the continent, as well as why those colonies eventually declared Independence. We'll follow the newly formed United States as it tries to carve out a place for itself on the world stage, and tries to form a coherent national identity in the face of serious disagreements over issues like federal vs. state authority, the institution of slavery, the role of minorities in the new republic, and westward expansion -- just to name a few! We'll try to understand why the American experiment collapsed so violently into the Civil War -- a conflict that claimed the lives of more American soldiers than almost all other wars combined. Finally, we'll look at how the nation reunified following the Civil War, as well as what issues remained unresolved by Reconstruction.

## **General Education Learning Outcomes:**

Successful completion of HIST 121 should help students to:

- 1) Identify the rights and responsibilities they have in their own communities and the broader society
- 2) Recognize the ways in which they can exercise their rights and responsibilities
- 3) Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present
- 4) Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

## **Required Texts:**

**1) Roak, et al, *The American Promise: A History of the United States, Vol 1 (to 1877)*, 7th edition, Value edition.**

Make sure it is Volume ONE, SEVENTH edition, VALUE edition!

**2) Johnson, *Reading the American Past, Vol 1 (to 1877)*, 5th edition**

Make sure it is Volume ONE, FIFTH edition!

**3) Foner, *Voices of Freedom: A Documentary History, Vol 1*, 5<sup>th</sup> edition**

Make sure it is Volume ONE, FIFTH edition!

**Class Assignments:**

Exams	300
Document Responses 1-4	100
Essay Assignments 1-2	<u>100</u>
	500

**Calculating Final Grades:**

470+ = A	370-384 = C
450-469 = A-	350-369 = C-
435-449 = B+	335-349 = D+
420-434 = B	300-334 = D
400-419 = B-	< 300 = F
385-399 = C+	

(MSU does not assign D-)

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**Explanation of Assignments:**

\*\*\*Unless otherwise noted, ALL assignments (other than exams) MUST be turned in through the appropriate link on Blackboard. I DO NOT accept assignments via email or as hard copies.

**EXAMS (Exam 1: 75pts, Exam 2: 100pts, Final Exam: 125pt; 300 pts total)**

We will have three exams in this course, each one worth progressively more. Each test will consist of multiple choice and short answer portions to be completed in class. Exams will draw from lectures, assigned textbook readings, and assigned primary documents. Before the exam, you will receive a review that lists all possible questions that might appear on the exam. **Check the “Class Schedule” portion of the syllabus to see Exam dates, as well as when Exam Reviews will be posted to Blackboard.**

**I do not give make-up exams, except under extraordinary circumstances.** Whether the circumstances are “extraordinary” is left to my discretion. Do not simply miss an exam without telling me. If you know you will miss an exam, speak to me beforehand; don’t assume I will let you make it up afterwards.

**THE FINAL EXAM** will take place during the final exam slot assigned by the school to your particular section (see below). It will have the same format as Exams 1&2. **It will be cumulative.**

**I will NOT give you the Final Exam at any time other than the one your section has been assigned, except under extraordinary circumstances.** If you believe your situation qualifies, certainly talk to me about it. Understand, though, that the list of possible “extraordinary circumstances” is very short. **Often students will want to take the exam early in order to go home early, schedule a vacation trip early, etc. That’s certainly understandable, but it does not count as an extraordinary circumstance.** I cannot accommodate nearly 200 students trying to do this. You will need to keep in mind your assigned Final Exam slot when making your end-of-the-semester plans. **I would strongly advise you to call your family TONIGHT and tell them when your last final of the semester will be, so that they can plan any trips or vacations accordingly.**

**FINAL EXAM SCHEDULE:**

HIST 121-001 (MWF 8am-8:50am)

Sat, Dec 9, 10:15am-12:15pm

HIST 121-005 (MWF 1:25pm-2:15pm)

Wed, Dec 13, 1:15-3:15pm

**DOCUMENT RESPONSES (25pts each; 100pts total)**

Four times during the semester (see the “Class Schedule”) we will have a class devoted to discussion of some of the primary documents we have read in the previous weeks. You will complete a “Document Response” assignment each time in preparation for these discussions. This will consist of a series of short answer prompts designed to help you understand, interpret, and analyze the documents you have read. **Document Responses are always due BEFORE your section meets that day to discuss the relevant documents. No late Document Response assignments will be accepted. See the “Class Schedule” portion of the syllabus for due dates, as well as when you can expect the assignment prompts to be posted on Blackboard.**

**ESSAY ASSIGNMENTS (50 pts each; 100 pts total)**

Essay assignments will train you to analyze historical problems by applying knowledge you have learned in our course. Both essay assignments will consist of a series of short essay prompts that will require you to draw from lectures, assigned textbook readings, and assigned primary documents. **See the “Class Schedule” portion of the syllabus for due dates, as well as when you can expect the assignment prompts to be posted on Blackboard.**

**Late Policy for Essays:** Essay Assignments are always due by 11:59pm on the day they appear on the “Class Schedule.” They may be turned in up to 24 hours after the original deadline for a penalty of 10 points. They may be submitted up to 48 hours after the original deadline for a penalty of 20 points. Late essay assignments should still be submitted through Blackboard. I will not accept any essays assignments past this additional 48 hour time period.



## **A NOTE ON GRADING FOR DOCUMENT RESPONSES AND ESSAY ASSIGNMENTS:**

Each Document Response and Essay Assignment will consist of multiple parts – a series of short answer prompts (Document Responses) or several short essay prompts (Essay Assignments).

You must complete ALL portions of the assignment in question in order to receive credit.

However, I will only grade a portion of each assignment (determined by me). I am only grading a portion so that I can give you timely and detailed feedback. I want to be able to give you a sense of what you are doing well and where you need to improve, and I want to do it quickly enough for you to have time to apply my feedback to the next assignment. So, why do you have to do parts of an assignment I am not going to ever grade? It's simple: you need the practice. Critical thinking and critical reading skills are not the sorts of things you pick up doing them once or twice. I am giving you multiple opportunities within each assignment to practice these skills.

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## **Emergency response statement**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

## **Religious accommodation**

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious

Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

## **Statement of attendance policy**

Instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances. The University's attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>

## **Statement of grading policy**

Faculty have the choice to utilize either the standard grade policy or the plus/minus grading option but are required to indicate their grading scale on their syllabus. The University's plus/minus grading system can be found at <http://www.missouristate.edu/registrar/grades.html>

## **Statement on academic dishonesty**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

## **Statement of nondiscrimination**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

## **Statement on disability accommodation**

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

## **Statement on cell phone policy**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

## **Dropping a class**

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. See Academic Calendars ([www.missouristate.edu/registrar/acad\\_cal.html](http://www.missouristate.edu/registrar/acad_cal.html)) for deadlines.

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## **CLASS SCHEDULE**

All reading assignments from "The American Promise," "Reading the American Past," and "Voices of Freedom" are to be complete BEFORE the beginning of the class period under which they appear below.

### **I. NEW WORLDS FOR ALL**

**M, Aug 21: Course Introduction**

**W, Aug 23: North America Before Re-Contact**

The American Promise: Chapter 1 (pp 4-20)

Reading the American Past: Documents 1-1, 1-3

Voices of Freedom: none

**F, Aug 25: Europe and Africa on the Eve of Re-Contact**

The American Promise: Chapter 2 (pp 25-30)

Reading the American Past: Document 2-1

Voices of Freedom: none

**(Document Response 1 Prompt up on Blackboard by 7pm)**

**M, Aug 28: The Consequences of Re-Contact**

The American Promise: Chapter 2 (pp 30-33, 41-44)

Reading the American Past: Document 2-2, 2-5

Voices of Freedom: Document 5

**W, Aug 30: The Spanish and French New World Empires**

The American Promise: Chapter 2 (pp 33-41); Chapter 3 (pp 63-64)

Reading the American Past: Documents 2-3, 2-4

Voices of Freedom: Documents 3, 4

**F, Sept 1: DOCUMENT DISCUSSION 1 (during class)**

**(Document Response 1 due via Blackboard BEFORE class begins!)**

## **II. THE BRITISH COLONIES AND THEIR NEIGHBORS**

**M, Sept 4: LABOR DAY (NO CLASS)**

**W, Sept 6: The Founding of the Southern Colonies**

The American Promise: Chapter 3 (pp 49-63, 64-68)

Reading the American Past: Documents 3-1, 2-4

Voices of Freedom: Document 7

**(Exam 1 Study Guide up on Blackboard by 7pm)**

**F, Sept 8: The Founding of New England**

The American Promise: Chapter 4 (pp 74-84)

Reading the American Past: Documents 4-1, 4-5

Voices of Freedom: Documents 11, 12

**M, Sept 11: The Founding of the Middle Colonies**  
The American Promise: Chapter 4 (pp 85-94)  
Reading the American Past: none  
Voices of Freedom: Document 14

**W, Sept 13: The State of the Colonies on the Eve of the Seven Year's War**  
The American Promise: Chapter 5 (pp 99-122)  
Reading the American Past: Document 5-3  
Voices of Freedom: Document 25

**F, Sept 15: EXAM 1 (during class)**

### **III. From British Colonies to Independent Nation**

**M, Sept 18: The Seven Years War and its Aftermath**  
The American Promise: Chapter 6 (pp 127-133)  
Reading the American Past: none  
Voices of Freedom: Document 26

**W, Sept 20: Growing Fears of Tyranny**  
The American Promise: Chapter 6 (pp 133-143)  
Reading the American Past: Document 6-2  
Voices of Freedom: Documents 27, 29

**F, Sept 22: War Comes to the Colonies**  
The American Promise: Chapter 6 (pp 143-149); Chapter 7 (pp 163-168)  
Reading the American Past: Documents 6-4, 6-5  
Voices of Freedom: Documents 30, 38  
**(Document Response 2 Prompt up on Blackboard by 7pm)**

**M, Sept 25: Towards a War for Independence**  
The American Promise: Chapter 7 (pp 154-162)  
Reading the American Past: none  
Voices of Freedom: Documents 31, 32, 33

**W, Sept 27: The Consequences of War and Peace**  
The American Promise: Chapter 7 (pp 168-178)  
Reading the American Past: Document 7-5  
Voices of Freedom: none

**F, Sept 29: DOCUMENT DISCUSSION 2 (during class)**  
**(Document Response 2 due via Blackboard BEFORE class begins!)**

## **IV. Governing a New Nation**

**M, Oct 2: From Confederation to Constitution**  
The American Promise: Chapter 8 (pp 183-200)  
Reading the American Past: Document 8-2  
Voices of Freedom: Documents 40  
**(Essay 1 Prompt up on Blackboard by 7pm – DUE Oct 16!)**

**W, Oct 4: The Federalist Vision**  
The American Promise: Chapter 8 (pp 201-205); Chapter 9 (210-218)  
Reading the American Past: Documents 8-4, 8-5, 9-5  
Voices of Freedom: none Document 42

**F, Oct 6: A Nation Among Other Nations**  
The American Promise: Chapter 9 (219-230)  
Reading the American Past: none  
Voices of Freedom: Document 49

## **V. A Series of Revolutions Under the Republicans**

**M, Oct 9: The Revolution of 1800**  
The American Promise: Chapter 10 (pp 235-242, 248-252)  
Reading the American Past: Document 10-3  
Voices of Freedom: none

**W, Oct 11: ESSAY 1 WORK DAY (no class)**

**F, Oct 13: FALL HOLIDAY (no class)**

**M, Oct 16: The War of 1812 and its Aftermath**  
The American Promise: Chapter 10 (pp 242-248, 252-259)  
Reading the American Past: none  
Voices of Freedom: Document 52  
**(Essay 1 due via Blackboard by 11:59pm!)**

**W, Oct 18: The Market Revolution and Jacksonian Democracy**  
The American Promise: Chapter 11 (pp 264-272)  
Reading the American Past: Document 11-3  
Voices of Freedom: Document 54  
**(Exam 2 Study Guide up on Blackboard by 7pm)**

**F, Oct 20: The Jacksonians in Office**  
The American Promise: Chapter 11 (pp 272-277)  
Reading the American Past: Document 11-1  
Voices of Freedom: none

## **VI. Expansion and Reform**

**M, Oct 23: Religious and Social Changes**  
The American Promise: Chapter 11 (pp 277-286); Chapter 12 (pp 311-315)  
Reading the American Past: Documents 11-4, 11-5, 12-4  
Voices of Freedom: Documents 57, 58, 59

**W, Oct 25: Claiming and Filling Native American Lands**  
The American Promise: Chapter 11 (pp 272-275); Chapter 12 (pp 297-300, 309-310)  
Reading the American Past: Document 11-2, 12-3  
Voices of Freedom: none

**F, Oct 27: EXAM 2 (during class)**

**M, Oct 30: Nation Building in the American West**  
The American Promise: Chapter 12 (pp 300-309)  
Reading the American Past: none  
Voices of Freedom: Documents 80, 84  
**(Document Response 3 Prompt up on Blackboard by 7pm)**

**W, Nov 1: DR. GRAM AT CONFERENCE (no class)**

**F, Nov 3: DR. GRAM AT CONFERENCE (no class)**

**M, Nov 6: The South Moves West**  
The American Promise: Chapter 13 (pp 320-341)  
Reading the American Past: Documents 13-4, 13-5  
Voices of Freedom: Documents 69, 70

**W, Nov 8: DOCUMENT DISCUSSION 3**

**(Document Response 3 due via Blackboard BEFORE class begins!)**

## **VII. A House Increasingly Divided**

**F, Nov 10: The Final Failed Attempts at Compromise**

The American Promise: Chapter 12 (pp 291-297); Chapter 14 (pp 346-352)

Reading the American Past: none

Voices of Freedom: Document 76

**M, Nov 13: The Nation Begins to Fray**

The American Promise: Chapter 14 (pp 353-359)

Reading the American Past: Documents 14-2, 14-3

Voices of Freedom: Document 85

**(Essay 2 Prompt up on Blackboard by 7pm – DUE November 27!)**

**W, Nov 15: The Nation Tears Apart**

The American Promise: Chapter 14 (pp 359-367)

Reading the American Past: Document 14-5

Voices of Freedom: Document 83

**F, Nov 17: Why They Fought and Why They Would Win**

The American Promise: Chapter 15 (pp 372-377)

Reading the American Past: none

Voices of Freedom: Documents 86, 87, 88, 89

**M, Nov 20: ESSAY 2 WORK DAY (no class)**

**W, Nov 22: THANKSGIVING (no class)**

**F, Nov 24: THANKSGIVING (no class)**

## **VIII. Civil War and Reconstruction**

**M, Nov 27: Towards a War for Union and Abolition**

The American Promise: Chapter 15 (pp 377-387)

Reading the American Past: Documents 15-1, 15-2



Voices of Freedom: Documents 91, 92, 93  
(Essay 2 Assignment Due via Blackboard by 11:59pm!)

**W, Nov 29:** The Slow March Towards Union Victory  
The American Promise: Chapter 15 (pp 387-398)  
Reading the American Past: Document 15-3  
Voices of Freedom: Document 94  
(Document Response 4 Prompt up on Blackboard by 7pm)

**F, Dec 1:** Overview of Reconstruction  
The American Promise: Chapter 16 (pp 404-413)  
Reading the American Past: Document 16-1  
Voices of Freedom: Documents 95, 97  
(Final Exam Study Guide up on Blackboard by 7pm)

**M, Dec 4:** Life in the New South and the End of Reconstruction  
The American Promise: Chapter 16 (pp 414-425)  
Reading the American Past: Documents 16-3, 16-5  
Voices of Freedom: Documents 98, 101

**W, Dec 6: DOCUMENT DISCUSSION 4**  
(Document Response 4 due via Blackboard BEFORE class begins!)

**FINAL EXAM SCHEDULE**

HIST 121-001 (MWF 8am-8:50am)

Sat, Dec 9, 10:15am-12:15pm

HIST 121-005 (MWF 1:25pm-2:15pm)

Wed, Dec 13, 1:15-3:15pm