

History 121.03 - Survey of United States History to 1877

Spring 2022

History 121

Dr. Marlin Barber

Office: STRO 428

Phone: 417 836.5919

Office hours: MW 12:00pm – 1:00pm (in person); TTH 12:00pm to 1:30pm (Zoom only).

[times subject to change]

Email: MCBarber@MissouriState.edu

Zoom Link <https://missouristate.zoom.us/j/6304182694>

Class Schedule:

(MWF) History 121.03 Strong 401; 1:25pm – 2:15pm

Required Materials:

McGerr, *Of the People* (with Sources). 5th Edition (Required).

Barber, *Changing Landscapes* (2020). (Required).

Course Outline:

Survey of United States History to 1877 investigates substantial social, political, and economic changes in the United States from the Colonial period through the Civil War. The course will first briefly examine the early Native American encounters with the Spanish and French, but will then center on the British colonization of North America after 1600. Next, the course will explore the development of English settlements along the eastern Seaboard paying close attention to the diverse groups of people who made up the Atlantic world, such as various West Africans, Europeans, and Native Americans as they encountered one another. Then, we will examine the developing social, political, and economic tensions between the colonies and Great Britain resulting in the American Revolution. The course will explore the rise of republican government and the developing notions of democracy in the new United States as well as the economic and social changes during the early decades of the nineteenth century. We will also explore the ideas of westward expansion and the consequences of trans-continental migration on all those influenced including Native Americans, black Americans, and women. This will included the expansion of slavery in America and the rise of the southern “cotton kingdom.” Finally, the course will focus on the sectional conflict and the social, political, and economic issues leading to the Civil War. Based on this outline, students should:

1. Have a general knowledge of United States history to 1877.
2. Have an understanding of the social, economic, and political facts in the United States to 1877.
3. Have a greater understanding of the natural world. The Study of the natural world provides an understanding of important principles and methodologies for making choices.
4. Have a better understanding of culture and society. Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past.
5. Gain greater self-understanding. To make informed choices, one must understand the natural and the social context in which one lives and must heed the ancient injunction to “know thyself.”

General Educational Goals of the Course:

1. Knowing how and when to make generalizations and value judgments.
2. Skill in generating and evaluating observations and evidence.
3. Skill in making deductive inferences.

Requirements:**Readings:**

You are responsible for reading the materials associated with the class. It is recommended that you have read textbook materials prior to lectures although this is not required. You are also expected to familiarize yourself with assigned primary source materials included on Blackboard as well as the secondary materials. The textbook chapters, the documents, and lectures will provide important sources for discussion and examination questions. In addition, lectures generally follow readings and elaborate upon them, while selected documents further illustrate key themes. You should also keep in mind, however, that lectures often provide additional information and interpretations not set forth in the textbook or evident in the documents. In essence, it pays to keep up with your reading and take careful notes during lectures.

Examinations:

There will be two examinations this semester. They are set forth on the calendar. The examinations will include the writing of one essay and three shorter identifications, although the instructor reserves the right to change this format if necessary. The first examination will be comprehensive, while the final examination will **not** be comprehensive. The final exam like the midterm will be given in person in Strong Hall 401 (This format is subject to change). **Monday, May 16, 1:15 pm to 3:15 pm.**

All examinations must be taken for credit and during the designated times. On the examination essays and short-answer items, you will be responsible for integrating material from lectures, textbook readings, documents, and group discussions. Attendance of lectures and weekly groups meetings will be necessary for adequate preparation. For any missed exam you must make it up within the week it was given and you must contact me to make arrangements. **Each exam is worth 25% of your final grade!**

Final Exam: Monday, May 16, 1:15 pm to 3:15 pm

Papers:

You will be required to write two **FORMAL** papers of approximately **two to three pages** in length (each that argue a particular point and **utilizes primary sources provided in this class**. Your papers must contain a main argument (thesis), be organized around main point(s)/theme(s), while also paying attention to broader historical trends that occurred during a particular period in history. Use of sites such as Wikipedia are not allowed for this project **nor are any outside sources not approved by your professor!** **You will be penalized for using unapproved sources in your papers.** Your paper must have a title and a title page (this does not count towards your page numbers), a bibliography or reference page, be typewritten, 10-to-12-point standard font size, 1inch margins, and your pages numbered. Furthermore, papers must be presented in full conformity with a manual of style suitable to your instructor. Essays should not require you to conduct any external (out-of-class) research. However, the materials provided in class must be cited in your paper. Do so in a proper manner and be consistent throughout your paper! The style your professor is most familiar with is Chicago Style. Please see the following link for appropriate footnote and bibliography examples. If you find an external source to cite in your paper you should use NO MORE than one total external source and it must be approved by your professor. These can be in the form of newspaper articles, autobiographies, interviews, letters, wills, legal documents, music recordings, videos, or reputable tweets and approved websites. I caution against using random tweets, random Facebook posts or Wikipedia entries as valid sources in your papers as these can be unreliable or easily manipulated.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Upload your paper in Blackboard!! I will NOT accept physical papers! Your paper is considered late if it is submitted after the beginning of class Monday April 12! Late projects will be accepted without a grade penalty only upon a showing of an emergency prohibiting timely submission of the completed project. (See "Attendance Policy" below for the definition of "emergency.") Otherwise, papers will be subject to a letter grade penalty. You will have ONE WEEK to submit a late paper. Afterwards, papers will NOT be accepted. **Papers are worth 20% of your final grade.**

Participation Assignments (posted questions and group discussions):

There will be eleven Zoom class discussions that will be facilitated by individuals divided into small groups (4 to 5 students). **These typically take place on Fridays and are outlined on the calendar below.**

Please think of these discussions as quizzes that will take place throughout the semester. Students will be responsible for posting questions on Blackboard prior to the discussion. Those students who are NOT a part of the facilitating group for that **particular week** are responsible for responding to the posted questions. **You get points for either posting questions during your assigned week OR answering questions when you are NOT assigned to post a question for a given week.** The questions **MUST be related or generated from the weekly assigned primary documents and texts readings for class in a given week (note, some documents will be embedded links in your syllabus) (OUTSIDE OF THE SECONDARY LITERATURE IN YOUR TEXTBOOKS) and posted by the night before the discussion.** In the case of the weeks where the *Changing Landscape* book, questions should come from those chapters in particular as noted. Please note: **HALF your participations points will come from the question you post.** The other half will come from your participation as a member of the class responding to other individual's questions. Students will post a question **only once** during the semester which will be chosen randomly at the beginning of the semester. As such, students should make sure they have read each week's assignments. **Please note, Blackboard does have a date stamp!** The individual will present their own question on Friday's discussion. Unless prior arrangements are made you **MUST** present your question for full credit. Failure to do so results in forfeiture of your participation presentation. Student participation will be assessed based on actual responses to the posted questions or responses to conversations held in class. Attendance **DOES NOT** equate to participation! Students who miss discussion due to school-sanctioned events should respond to posted questions in the forum on Blackboard. Unless prior arrangements are made there is no make up for missed participation assignments! **Participation is worth 15% of your final grade.**

Grading:

Your midterm is worth **25%** of your final grade; your final exam is worth **30%** of your final grade. In addition, your papers will be worth **20%** of your final grade. Participation will be worth **15%** of your final grade and Attendance will be worth **10%** of your final grade. Because your grades are figured as percentages this means your grades are **weighted!** Your final grade will be calculated in accordance with the university's plus/minus grading system found at <http://www.missouristate.edu/registrar/grades.html>. I do not round grades!

Netiquette:

A great deal of the communication in this class will take place via Blackboard and email, which includes weekly online discussion questions and forums. As such, students are expected to display courtesy towards fellow students and professor on Blackboard. There will no doubt be disagreements, but please be respectful in your comments. Further, you should address your professor appropriately. "Hey" or no introduction at all are **NOT** wise introductions to emails. Dear Dr. or Professor ... would better serve you. Also, include a subject line in your emails. Treat your emails as formal correspondence.

Audio and video recording course activity:

Students may make audio or video recordings of course activity. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

Academic Dishonesty:

Academic integrity is essential to the intellectual life of the university and Missouri State is committed to developing educated individuals who accept the responsibility to practice personal and academic integrity. Thus, academic dishonesty, such as cheating and plagiarism, is a basis for disciplinary action. You 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. When in doubt about test-taking procedures, documentation for your papers, appropriate paraphrasing and quoting, the meaning of plagiarism, and limits on student collaboration, consult with your course instructor. **There will be a strict policy enforced upon regarding plagiarism!**

Masking Is Required in Academic Buildings

<https://www.missouristate.edu/Coronavirus/masking-policy.htm>

Masks are required in Strong Hall classrooms!

COVID-19 Masking Policy

On August 10, 2021, the university adopted a policy requiring all individuals wear a mask or other face covering (collectively, “Masks”) within all campus facilities.

Since that time, there has been a reduction in cases and the positivity rate within Greene County, Missouri. Therefore, the university is modifying its COVID-19 Masking Policy as set forth herein, effective October 11, 2021.

Enforcement of Masking Requirements

Students who have not been granted an accommodation and who refuse to wear a mask while in the classroom or other academic settings are subject to administrative withdrawal, consistent with **Op3.04-11 Class Disruption**. Additionally, students who fail to comply with this policy in areas outside the classroom or other academic settings are subject to disciplinary action consistent with the Code of Student Rights and Responsibilities.

Exceptions to Masking Requirements

In the event that an individual cannot wear a Mask due to an underlying disability, they may initiate the University’s interactive accommodations process in order to request a “reasonable accommodation. Students who wish to request an accommodation may contact the Disability Resource Center, located in Meyer Library, Suite 111, and available at DRC@MissouriState.edu; (417) 836-4192; or TTY (417) 836-2792. Employees who wish to request an accommodation may contact the Deputy Compliance Officer, located in Carrington Hall, Suite 205, and available at JuliaHolmes@MissouriState.edu; (417) 836-6755; or Relay Missouri at 711 or (800) 676-3777

Attendance:

You are expected to attend all scheduled class sessions. Attendance will be taken for every class meeting and **I will take attendance at the beginning of class each day. Due to COVID-19 there will be assigned seating after the first week of classes.** A student who does not complete assigned academic work because of absence from class is responsible for making up that work in accordance with instructions provided by the instructor. A final course grade of “F” and/or expulsion from the course may result from unexcused absences deemed grossly excessive. Students will get **TWO free excused absences** during the semester (These two free excuses initially count as extra credit). University sanctioned absences will not count against students. Late arrivals and early departures will also figure into the absence tabulation and thus provide a basis for a final grade penalty. No communication with the instructor is necessary or encouraged regarding absences for which no excuse is sought. **Last day to drop the class: 4/18/22. Attendance will account for 10% of your final grade.**

IN THE EVENT OF UNIVERSITY SHUT DOWN DUE TO COVID OR ANOTHER UNFORSEEN EVENT

If we are unable to come to campus to meet for class, I will post an announcement in Blackboard about how we will be meeting. Collaborate Ultra or Zoom will be used for class meetings and class discussion will take place on the discussion board. Your attendance and participation will be expected regardless if we are on campus or in the online Blackboard or Zoom course. If we do switch to a fully online class please keep our regularly scheduled class time free for Collaborate or Zoom meetings.

I will post readings and videos for some of our lessons as well asking questions through the discussion board or during our Collaborate Ultra meetings. As I stated earlier, your attendance and participation in these sessions will be expected.

You are expected to participate in the online activities for as long as we are unable to meet on campus. This may be one day if we experience an ice storm or it may be several weeks if we experience something like COVID-19. You are expected to go to the course site every day. I will send announcements emails throughout the entire time we are not meeting on campus.

In the event of a university shutdown homework and other assignments, including exams and papers, will be turned in using the Assignment Link in Blackboard. The instructions for how to submit will be included in the assignment instructions.

MISSING CLASS IF YOU ARE SICK

While missing class is usually not advisable, it is important to stay at home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Mager's Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

Disability Accommodations:

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), Email DRC@MissouriState.edu 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/lcd>.

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/.

Emergency response:

Missouri State University is committed to supporting the welfare of its students, faculty, staff, and visitors. Preparing a campus crisis/emergency response plan and allocating resources to respond to possible emergencies is one way in which the University offers this support. The plan is fashioned in accordance with appropriate laws, regulations, and policies that govern crisis/emergency preparedness and reflects the best and most current thinking in this area.

The Campus Crisis Management and Emergency Operations Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations of the University, and assure responsive communications with the University community, surrounding neighborhoods, and the City of Springfield. This plan is set in operation whenever a natural or induced emergency affecting the University reaches proportions that cannot be handled by established measures. A crisis may be sudden and unforeseen, or there may be varying periods of warning. This Plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and durations.

The Plan provides for aiding the local community when appropriate, though the prime responsibility of the Plan is to the University community for which it is designed. The intent is for the Plan to be viewed as a tool to accomplish the above stated purpose with a minimum of confusion and wasted effort.

<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.

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. Please remove earbuds, airpods, and headphones once class begins. 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.

Calendar Spring 2022

McGerr, *Of the People* [Textbook] (with Sources). 5th Edition (Required).

Barber, *Changing Landscapes* (Required) (2020).

Blackboard – (BB) (Posted under menu items Documents)

Unless specified each week will consist of lectures on Mondays and Wednesdays and a Zoom discussion on Fridays!

Week One

January 17 – 21

Introduction – First Americans; Europeans and First Contact

Of the People – Chapt. 1 ([Textbook] 1.1 Aztec Songs; 1.2 Chaco Culture National Historical Park image, 1.3 King Fernando and Queen Isabella of Spain, “Granada Capitulations”; 1.5 Cabeza de Vaca's descriptions) (*Changing Landscapes* - Kehoe, “The Myth of Columbus,” and Watts, “The Globalization of Disease”).

No class January 17 (MLK Jr. Holiday)

No class discussion of chapter documents (In class lecture on Friday!)

Week Two

January 24 – 28

European Exploration and The English Southern Colonies, 1601 – 1700

Of the People – Chaps. 2 & 3 ([Textbook] 3.1 Edward Waterhouse's Report; Father Pierre Cholonc, Life of Kateri (1715); 3.2 Letter from Richard Frethorne to his Parents about Life in Virginia; 3.3 Excerpts from Anne Hutchinson's Trial; 3.4 Letter from Anne Bradstreet to her Children); (*Changing Landscapes* – Pilcher, “The Columbian Exchange.”)

Class participation/discussion of the chapter documents Friday the 22nd (Professor will post discussion questions on Blackboard forum)

Week Three

January 31 – February 4

The English Northern and Middle Atlantic Colonies, 1620 – 1700

Andros - <http://history.hanover.edu/texts/ANDROSCO.html>

Of the People – Chapt. 4 ([**Textbook**] 5.1 Benjamin Franklin, Autobiography; 5.2 Samson Occum, Excerpts; 5.4 George Whitefield’s Accounts; 5.5 Phillis Wheatly, “To the University of Cambridge …) (*Changing Landscapes* – Gerritsen and McGarlane “Expanding Horizons”)
Class participation/discussion on Friday (Group week three)

Week Four

February 7 – 11

Africans, slavery, and indentured servitude in Colonial America; consumerism, religion, and reason in Colonial America

Of the People – Chapt. 4 and 5 (**documents posted on BB** Excerpt from the Narrative of Olaudah Equiano; Jonathan Edwards’ Sinners in the Hands of an Angry God; Excerpt from John Locke); (*Changing Landscapes* – Kendi, “The Enlightenment”)

Class participation/discussion on Friday (Group week four)

Week Five

February 14 – 18

The British Empire, the Colonial Crisis, and The Seven Years War, 1754 – 1775

Of the People – Chapt. 6 ([**Textbook**] 6.1 Letters Between Sir Jeffery Amherst and Henry Bouquet; 6.2 Benjamin Franklin, Excerpts; 6.4 The Stamp Act Riots; 6.5 The Intolerable Acts); (*Changing Landscapes* – Person, “Public Lands, Expansion, and the Native Americans”)

Film – *The War that Made America* (Parts 1, 2, and 3)

Zoom class all this week (Watching a film)

No class discussion this week

Week Six

February 21 – 25

The American Revolution

Of the People – Chapt. 7. ([**Blackboard documents (Week six documents posted on BB)**– source one (Pennsylvania Constitution, 1776); source two (A Slave Petition for freedom, 1777); source four (The War for Independence Through Seneca Eyes); source five (Letter from Abigail Adams to John Adams, 1776) [*Of the People Textbook*] 7.1 Thomas Paine, *Common Sense*].

No class February 21 (President’s Day)

First paper due Friday February 25 (beginning of class). Please submit on Blackboard.

No class participation/discussion

Week Seven

February 28 – March 4

Building of a Republic!

Of the People – Chapt. 7. [**Textbook**] 7.2 Hamilton Recommends Arming Slaves …; 7.5 The Federalists and the Anti-Federalists); (*Changing Landscapes* – Harvey “Being Affected Together”: Revivalism, Slavery, and Empire) The Bill of Rights – Appendix [A. 13 – 14]

Class participation/discussion Friday (Group week seven)

Study guide to be posted on BB Friday

Week Eight

March 7 – 11

A New Republic and the First President

Alien Act - http://avalon.law.yale.edu/18th_century/alien.asp

Sedition Act - http://avalon.law.yale.edu/18th_century/sedact.asp

Of the People – Chapt. 8 ([**Textbook**] 8.5 U.S. Congress, “An Act to Establish an Uniform Rule of Naturalization (1790); and 8.6 The Virginia and Kentucky Resolutions).

Midterm Exam March 5

No class participation/discussion

Week Nine

March 14 – 18

SPRING BREAK (NO CLASSES)

No class participation/discussion Friday

Week Ten

March 21 – 25

Rise of political parties, 1789 – 1815

Of the People – Chaps. 8 ([**Textbook**] 8.1 Henry Knox’s Report; 8.2 Hamilton’s Report on Manufacturing; 8.4 Charles Brockden Brown’s Defense of Education for Women; 8.7 Excerpts from “An Act for the Gradual Abolition of Slavery.

Paper subject assigned [Posted on BB]

Class Participation/discussion Friday (Group week nine)

Week Eleven

March 28 – April 1

From Republic to Democracy, 1815 – 1840

Of the People – Chaps 9 ([**Textbook**] 9.1 Thomas Jefferson First Inaugural Address; 9.2 Tecumseh’s Speech to Governor Harrison; 9.3 Felix Grundy’s Predictions; 9.5 Elder David Purviance’s Description of Cane Ridge) (*Changing Landscapes* – Pribanic-Smith, “Rhetoric of Fear.”)

Class participation/discussion Friday (Group week Eleven)

Week Twelve

April 4 – April 8

The Market Revolution and the Industrial North

Of the People – Chapt. 9 ([**Documents Posted on BB** – **source one**, A Working Man’s Recollection of America (1825-1835); **source two**, Freeman Hunt Gives Business Advice (1856); **source three**, The Lowell Girls Go on Strike (1836); **source four**, The American Woman’s Home (1841)[image]; **source five**, Henry Carey – Excerpts from The Harmony of Interest: Agricultural, Manufacturing & Commercial (1851).

Class Participation/discussion Friday (Group week twelve).

Week Thirteen

April 5 – 9

Southern Economy, Rise of King Cotton, The Slave South, Free Blacks, and Resistance

Of the People – Chapt. 10 ([**Textbook**] 10.1 Rufus King, Excerpts from the Missouri debate; 10.2 Andrew Jackson Bank Veto Message; 10.4 Frances Kemble’s Journal) (*Changing Landscapes* – Beckert, “Cotton and the US South.”)

Class participation/discussion Friday (Group week thirteen).

Week Fourteen

April 11 – 15

Reform and Expanding West, 1830 – 1860

Of the People – Chaps. 11 and 12 ([**Textbook**] 12.3 Lydia Allen Rudd’s Account; 12.4 John O’ Sullivan, Annexation; 12.5 Maria Amparo Ruiz de Burton) (*Changing Landscapes* – Chaffin, “The Expansionist,”)

Second paper due, Monday April 11th at the beginning of class. Please submit on Blackboard!

No class participation/discussion

Spring Holiday Friday April 15. (No class)

Week Fifteen

April 18 – 22

A House Divided

South Carolina Declaration of Secession http://avalon.law.yale.edu/19th_century/csa_scarsec.asp

Alexander Stephen’s Corner Stone Speech

<http://teachingamericanhistory.org/library/document/cornerstone-speech/>

Of the People Chapt. 13 ([**Textbook**] 13.3 James H. Hammond, “Speech on the Admission of Kansas” (1858) (*Changing Landscapes* – Escott, “Secession.”).

Last day to drop class April 18!!
Class participation/discussion Friday (Group week fifteen)

Week Sixteen

April 25 – 29

The Civil War

Of the People – Chaps 14 ([**Textbook**] 14.1 John Sherman, A Letter on the Crisis to Philadelphians (1860); 14.2 Julia Ward Howe – “The Battle Hymn of the Republic”; 14.3 – Louisa May Alcott Nurses ...) (*Changing Landscapes* – Stromberg, “Civil War and the American Political Economy”)

Class participation/discussion (Group week sixteen)

Week Seventeen

May 2 – 6

The Civil War and Reconstruction

Of the People – Chaps. 14 – 15. ([**Textbook**] ; 14.4 Beauchamp Jones’ Observations; 14.5 Henry Clay Work; 14.6 – Abraham Lincoln’s Second Inaugural Address; 15.4 Joseph Farley’s Account) (*Changing Landscapes* – Faulkner, “A New Field of Labor.”)

Class Participation/discussion Friday (Group week seventeen)

Week Eighteen

May 9 – 13

Reconstruction

Of the People Chapt. 15. [**Textbook**] 15.1 Petroleum V. Nasby; 15.2 A Black Tenant Farmer Describes Working Conditions; 15.3 Sharecropping Contract; 15.5 A Southern Unionist Judge’s Daughter; 15.6 Red Cloud Pleads the Plains Indian’s Point of View)

(*Changing Landscapes* - 3.5 Royce, Economic Reconstruction and Black Colonization)

No class participation/discussion

No class May 13

Final Exam

Monday, May 16, 1:15 pm to 3:15 pm