

## **History 253-002: Early American History**

Fall 2020

North Carolina State University

Online asynchronous; listed as Mondays & Wednesdays 1:30-2:45pm

Course website: <https://wolfware.ncsu.edu/>

### **Professor M. Cherry**

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Office Hours: Mondays and Wednesdays 2-3pm via Google Hangouts, or by appointment

Informal HI 253 chats: Mondays & Wednesdays 1:30-2:00pm via Zoom

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### **Teaching Assistant: Madison Phillips**

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**Course Description:** In this introductory course, we will explore the major themes of early American history, from the earliest encounters between native peoples, Europeans, and Africans to the heated battles of the Civil War. The textbook provides a standard narrative of the major political and military events during this period, while the lectures take a closer look at the social and cultural changes that Americans experienced during this era. With these two resources, you can begin to answer some of the most challenging questions that this period poses, including: What expectations did Europeans bring with them about the New World and its inhabitants? How did Native Americans and African Americans protect their autonomy within an increasingly white-dominated society? How did the environment and local settlement affect the types of societies that emerged in colonial America? Given all the colonists' differences, how did they begin to see themselves as common 'Americans' and unite to successfully win a revolution and found a new government? Why did the American Revolution happen? How wide-reaching were the revolutionary ideals of equality and freedom in American society? What effect did the expansion of the American republic and the transformation of the economy from an agrarian to a capitalist system have on American culture and society? Were the North and the South really two distinct societies in 1861? What roles did slavery and westward expansion play in the origins of the Civil War? Was the Civil War avoidable, or did its roots stretch back to the origins of the United States?

### **Course Objectives & Learning Outcomes:**

This 3.0 credit-hour course fulfills both the Humanities and the U.S. Diversity GEP requirements. There are no pre-requisites for this course.

During the semester, students will:

- 1) Gain a broad understanding of the people, places, and events that shaped the early American past.
- 2) Learn to analyze primary sources, which offer an eyewitness perspective on what early America was like, and which form the basis of historical argument.

- 3) Construct thoughtful, evidence-based arguments; engage in reasoned and respectful debate; and craft convincing arguments, both in oral discussion and in writing.
- 4) Categorize and compare historical processes that produced diversity, equality, and structured inequalities in early America.

By the end of this course, students should be able to:

- 1) Identify and analyze major events that influenced early American history.
- 2) Critically evaluate and interpret primary sources.
- 3) Make reasoned arguments about early American history and support them with historical evidence.
- 4) Articulate how historical, political, economic, and social processes have produced diversity and equality, as well as how they have functioned to reinforce structural inequalities in the U.S.

### **Health and Well-Being Resources**

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

[NCSU Counseling Center.](#)

[NCSU Health Center.](#)

**Supporting Fellow Students in Distress:** As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

**Student Ombuds:** The Student Ombuds is a confidential resource (to the extent allowable by law) that provides a sounding board to discuss concerns related to your university experience – be they academic, personal, or interpersonal. If it is important to you, it's an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NCSU. You can learn more about Student Ombuds Services and schedule an appointment by visiting <https://ombuds.dasa.ncsu.edu/>.

**For Food & Housing Insecurity:** Any student who faces challenges securing food and/or housing, or who has other financial challenges, and believes this may affect their performance in this course is encouraged to notify the instructor, if they are comfortable in doing so. Alternatively, you can learn more about the Pack Essentials program and available resources (including the Feed the Pack food pantry) at <https://dasa.ncsu.edu/pack-essentials/>.

**Students with Disabilities:** Students with personal, medical or physical barriers to success should contact the instructor as soon as possible. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students **must register** with Disability Resource Office (formerly known as the DSO) for Students, located at 304

University College Commons, 2751 Cates Avenue. For more information, see <http://policies.ncsu.edu/regulation/reg-02-20-01> and <https://dro.dasa.ncsu.edu/>.

**Writing Assistance:** This class will require a great deal of your energy and your time. Depending upon your previous experience with humanities courses and the requirements of this discipline, you may find the assignments and reading load difficult. I've included writing tips in the assignment handouts, but many other resources are available to help you succeed in writing well. One such resource is the [Academic Success Center](#), which offers both online and in-person assistance to undergraduates for both writing assignments and public speaking. For more about the writing center, see <https://asc.dasa.ncsu.edu/undergraduate-writing-center/policies-and-procedures/>.

**Career Information for CHASS students:** For a variety of resources related to career planning, including ways to meet with career counselors, visit the Career Development Center's webpage at [https://www.chass.ncsu.edu/career\\_services/](https://www.chass.ncsu.edu/career_services/). Another great resource is the [Wolfpack Styled Professional Clothing Closet](#), which can lend you professional clothing for an interview, career fair, or the first week of work.

**Student Evaluations:** Students will evaluate the course online near the end of the semester at this URL: <https://classeval.ncsu.edu>. All evaluations are confidential; instructors will never know how any one student responded to any question. I appreciate your detailed, constructive comments; it will improve the way I teach and directly benefit future students in this course.

**University Policies, Rules, and Regulations:** Students are responsible for reviewing the NC State University's PRRs which pertains to their course rights and responsibilities:

- 1) Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/equity/>
- 2) Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01/>
- 3) Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03/>
- 4) Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15/>
- 5) Audits <https://policies.ncsu.edu/regulation/reg-02-20-04/>

**Academic Integrity:** All students at North Carolina State are bound by the Honor Code. Lying about attendance, cheating on exams, and claiming others work as your own are examples. Plagiarism is the most common form of cheating in lecture courses, and is easily avoided: [http://history.ncsu.edu/ug\\_resources/plagiarism\\_honor\\_code](http://history.ncsu.edu/ug_resources/plagiarism_honor_code).

Academic dishonesty in any form is totally unacceptable. Cheating perverts historical inquiry, and will not be tolerated. Offenders will be reported to the University Office of Student Conduct, whose penalties include failing the course and expulsion. Read the following definitions and consequences of academic dishonesty in section 7-13 below: [http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php).

**Electronic Components:** Students will be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

### COVID-Specific Information for this Semester

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please 1) email Dr. Cherry, who will work with you on health accommodations, and 2) follow other university guidelines, including [self-reporting](#). Self-reporting is not only to help provide support to you, but also to assist the university in contact tracing for containing the spread of the virus.
  - If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
  - If you become ill with COVID-19, you should follow the steps outlined above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Technology Requirements:** This course will require particular technologies to complete coursework. You will need a computer (a smartphone will not suffice) and reliable Internet access. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, such as a loaner laptop, please contact the Libraries' Technology Lending Service: ([Technology Lending](#)).
- **Grading/scheduling options related to COVID-19:** If events of this semester have a negative impact on your academic performance this semester, the university has provided tools to potentially reduce the impact:
  - [Enhanced S/U Grading Option](#) – click on link for updated details
  - [Enhanced Late Drop Option](#) – click on link for updated details
  - In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.
- These new University Rules need to be followed during this pandemic:
  - [NCSU Community Standards regarding COVID-19](#)
  - [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)
- Other important resources:
  - **Keep Learning:** [Keep Learning](#)
  - **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
  - **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
  - **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
  - **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEW>
  - **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
  - **NC State Libraries** [Technology Lending Program](#)

**Recording Lectures and Discussions:** Students may not share the lectures or PowerPoints on ANY website without the explicit prior written permission of the professor. *This includes online study sites!* For more information, please see <https://policies.ncsu.edu/regulation/reg-02-20-11/>. Students are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of Professor Cherry and of any students who are also recorded. Distribution without permission is a violation of educational privacy law, and violations may be prosecuted.

**Attendance:** Punctual attendance at every class is mandatory, under University rules. Your attendance will be monitored each lecture through pop quizzes. Only excused absences under University regulations (<http://policies.ncsu.edu/regulation/reg-02-20-03>) will be allowed. *That said, we're in a pandemic*, and everyone is facing extreme anxiety and uncertainty. I understand that sometimes you may have an 'off day,' and will need to catch up with your work on another day. If you have two-to-three 'off days' in a row, please contact Prof. Cherry or the TA by email to let us know, and we'll do our best to get you back on track with your classes.

Under University rules, verification that a student has a legitimate medical or personal reason for missing class will be necessary to qualify for an excused absence:

- **For anticipated absences, provide appropriate documentation to Professor Cherry.** This applies to the following situations: representing the University in an official capacity, attending a professional meeting, serving as a member of an athletic team, military service, required court attendance.
- **For short-term illness (colds) or injury, provide a doctor's note that includes the date of your absence(s) to Professor Cherry.**
- **For death in the family, funeral attendance, serious illness, and/or religious observance:** For additional measures regarding COVID-19 illness, please see the 'Covid-Specific Information' above. In other cases: first, collect the appropriate documentation, then email it to: [absence-verification@ncsu.edu](mailto:absence-verification@ncsu.edu). For a death/funeral: you will need a URL of the obituary or you can scan the obituary and/or funeral program and attach it to the email. You also need to indicate your relation to the deceased in the email. For a serious illness: you should attach information from your doctor to the email. To protect your privacy, include "Personal and Confidential" in the email subject line.

NOTE: It is your responsibility to make sure that this is completed in a timely manner. Should an unreasonable amount of time elapse—for example: your absence occurs in February but you seek an excuse in March or April—we will not accept the excused absence. If you need assistance documenting your absence, contact the **Division of Academic and Student Affairs (DASA) at 515-2446**. The DASA office is located on the 3<sup>rd</sup> floor of the Park Shops building.

Excessive lateness and unexcused absences will adversely affect your final grade. **\*\*\*\*STUDENTS WITH MORE THAN EIGHT UNEXCUSED ABSENCES WILL NOT RECEIVE CREDIT FOR THE COURSE.\*\*\*\*** It is the STUDENT'S responsibility to drop a class. If you fail to turn in work or fail to attend class, **BE CERTAIN TO DROP THE CLASS** before the university deadline or you will fail the course and receive no credit.

**Classroom Behavior:** Education is a shared endeavor. I expect you to help create and maintain a respectful classroom environment. A respectful environment requires you to do the following:

- You must read all of the assigned material each day before class. Consult the course schedule for details about assigned material. It is crucial that all students come to class prepared—having completed all readings fully and *reflected on their significance* in the broader context of the course. Students should take notes on their readings, look up unfamiliar terms, and jot down comments and questions for class discussion. Students should have an easily-accessible copy (analog or electronic) of the any assigned primary sources to refer to each class.
- Respect each other when speaking or listening. There is a fine line between free speech and hateful speech. The former is absolutely necessary to learning; the latter stifles it. If in doubt about the distinction, please ask.
  - As we are dealing with an older historical era, some primary sources will use language that is unacceptable in our present day. It is the policy of this class that hurtful words like the N-word, r\*dsk\*n, s\*v\*ge, etc. shall not be dealt with in the following ways:
    - When reciting sources aloud, you should use a respectful modern replacement, like ‘Indigenous’ or ‘African-American.’
  - When writing about primary sources, you should only note the word *if it is crucial to your interpretation* (otherwise, use a respectful modern replacement). In such an instance, you would put quotation marks around the word(s) in question to indicate that it is the word used by the source, not by you.
- You are expected to come to class on time, place your entire attention on the course for the duration, and remain for the entire class period.
  - *Turn off your phone (or put it on silent mode) before attending class to minimize disruptions.* If you are having a personal or family emergency in which you absolutely need a phone on hand for a potential call, talk to me before class. (This rule does not apply to technology that has been pre-approved by the instructor and Disability Services).
  - If you are acting in a way that disrupts the class, Professor Cherry reserves the right to count you as absent from that day’s class.

**Contacting the Instructor:** The most effective way to contact Professor Cherry is by e-mail (or, if you prefer, email me to set up a video chat). I will answer most e-mails during business hours during workdays. Emails sent after 5:00pm on Friday, or on weekends and holidays, may not be answered until the following Monday. Please be patient, as your professors have an average of ninety students each semester and must also maintain a full-time research profile in addition to other university obligations. Send emails to me from your NCSU account so they don’t get stuck in my spam filter.

**Optional, synchronous (‘live’) class discussions:** Each Monday and Wednesday from 1:30-2:00pm, I will host a Zoom session of our class for any students who would like to ask questions about the content, chat with other students, etc. I’ve made this class asynchronous to best fit everyone’s technology needs and to ensure the most flexibility possible for individuals’ schedules, but I miss my regular interaction with my students. And I’m sure many of you miss interacting with each other! This twice-weekly Zoom session can be a way for us to catch up with each other. You can pick my/each other’s brains about history, current events, etc. None of this is graded, and it is optional.

**Course website:** <https://wolfware.ncsu.edu/>

**Grading:** I do not round grades up. If you are taking this course as S/U, please be aware that you need a final grade of at least a C- to earn an 'S.' Grades in this course will be calculated as follows:

98.00-100% A+	94.00-97.99% A	90.00-93.99% A-
88.00-89.99% B+	84.00-87.99% B	80.00-83.99% B-
78.00-79.99% C+	74.00-77.99% C	70.00-73.99% C-
68.00-69.99% D+	64.00-67.99% D	60.00-63.99% D-
0-59.99% F		

**Late Work:** You are expected to complete written assignments within the time period allotted. Assignments will be graded on both content and clarity of expression. Except for prior arrangement with the instructor or emergency (it's a pandemic, people), *late papers will be marked down point each day* from their due date. Please note that if you turn your work in late at the end of the semester, I may not be able to enter your grade by the grading deadline. There will be no last-minute incompletes granted unless there are extraordinary circumstances, such as a death in the family late in the semester. *\*However, pretty much everything about this semester spells extraordinary circumstances, so if you're struggling, please just reach out to me ASAP and I'll see what I can do to help you.*

**Paper formatting:** All written assignments in this class should be composed in 12-point Times New Roman font and include page numbers. You do not need to make a title page for your essay and final paper, but you do need to title them.

#### **Required Materials for Course:**

1. ***The American Yawp* (free, online textbook).** We will be using a free, online textbook which has been collaboratively written by professional historians this semester. You can access it at [www.americanyawp.com](http://www.americanyawp.com). You are expected to have read the assigned chapters for that week by Monday's class. You are not expected to have read the primary sources or bibliographies at the end of each individual chapter.
2. **Additional documents available online through Moodle (free).**

#### **Course Requirements for History 253:**

In order to chart our progress towards our course objectives, evaluation will draw from the following areas:

1. **Low-stakes knowledge quizzes (25% of final grade).** After each lecture, there will be a short series of questions (multiple choice, true/false, etc.) to test your comprehension of the material covered in the textbook and lectures.
  - a. For multiple-choice quizzes, you will get partial points for the wrong answer. This isn't possible in some questions, like true/false.
2. **Forum participation (20% of final grade).** Throughout the semester, you are expected to regularly participate in weekly discussion forums related to the content of this course. To better suit your schedule and comfort of participation, there are a variety of ways you can participate in these discussions with your classmates. Your grade will be out of 100 points, according to the graded scale below. This setup will enable flexibility in your schedule (you can take a 'bye-week'), and your reactions to the course content. As you can see, the earlier you contribute to the forum, the more points you stand to earn. Grades will be capped at 100%, but students may continue to contribute until they have reached this cap (if you earned 3/5 points on an earlier post, you later 'replace' it with an earned 5/5 point post).

- a. Beginning a discussion post:
    - i. Beginning a discussion post by noon on the Wednesday of a given week is potentially worth 5 points.
    - ii. Beginning a discussion post between Wednesday afternoon and Saturday at 11:59pm is worth 4 points.
    - iii. Beginning a discussion post on Sunday is worth 3 points.
  - b. Responding to a discussion post:
    - i. A substantive response to a discussion post by noon on the Wednesday of a given week is potentially worth 4 points.
    - ii. A substantive response to a discussion post between Wednesday afternoon and Saturday at 11:59pm is worth 3 points.
    - iii. A substantive response to a discussion post by Sunday at 11:59pm is worth 2 points.
    - iv. A simple, unelaborated response to a discussion post (for example: 'I agree with poster X; I, too, think Y') is worth 1 point throughout the week.
    - v. A follow-up post (responding to a question on your original post) is worth 2 points throughout the week.
  - c. \*Responses engaging with the primary sources posted in the forums by Dr. Cherry will gain an extra point of credit to the above criteria.
  - d. For more details, please see the handout on Moodle. If you have questions unaddressed by this handout, please post to the general forum so Dr. Cherry can respond for the entire class.
- 3. Primary Source Responses (20% of final grade).** Three times throughout this semester, we will ask you to prepare a response to a pre-assigned primary source.
- a. The first is due on September 13 at 11:59pm, and is worth 5% of your final grade.
  - b. The second is due on October 18 at 11:59pm, and is worth 5% of your final grade.
  - c. The third is due on October 25 at 11:59pm, and is worth 10% of your final grade.
- 4. Midterm essay (15% of final grade).**
- a. The midterm essay will draw from readings and lectures through September 16, and requires you to bring together themes we have considered in the course. It will consist of one double-spaced paper of 2-3 pages on a topic to be circulated in advance by the instructor. The midterm will be due at 11:59pm on Sunday, September 20.
- 5. Final Paper (20% of final grade).**
- a. One double-spaced paper of 5-7 pages on a topic to be circulated in advance by the instructor. Responses should draw on primary and secondary sources from the assigned readings. Final versions are due at 11:59pm on Tuesday, November 17.
  - b. \*For any student whose final paper grade is 10 or more percentage points higher than their midterm essay, I will grade their midterm as 10% and their final paper as worth 25% of the final grade, rather than the usual 15% and 20%, respectively. This will allow the final grades to more accurately reflect improved writing abilities throughout the semester.

### **A Note about the Readings:**

The reading will be a mix of primary and secondary sources, that is, readings from the past and readings from our textbook. The textbook readings are pretty light and fairly easy to understand. The primary source readings, which we will discuss in forum posts, are more challenging. They are a

mix of diverse kinds of materials: speeches, sermons, pamphlets, autobiographies, and legal documents, among others. You will find some easy to understand, some difficult, and some you may find just impossible. That's okay.

- In doing the readings, *you should simply try to figure out what the author is attempting to do in writing the piece*. What was the author's intention? What position does the author take? How does he/she support the argument he/she is trying to make? *Always keep the big picture in mind and don't get bogged down in details.*
- One of the main goals of this course is to teach you how to read a lot of material relatively quickly, and to determine the most important points. This is a skill that will serve you throughout your life, especially during an era when information is abundant and relentless. You may not understand everything in one reading, but don't get discouraged. We will try to make sense of it all during lectures, and Professor Cherry is always open to those who want to discuss the material outside class as well.

### Course Schedule:

*A NOTE: This schedule is a proposed course of action, not a contract. Dates, reading assignments, and lecture topics are subject to change with notice.*

*A WARNING: This course moves quickly and covers a large amount of material! Prof. Cherry will send out weekly emails covering important deadlines and a quick overview of that week's material, but it is up to you to plan ahead and to keep up with your weekly schedule. If you find yourself falling behind, reach out to Prof. Cherry or the TA as soon as possible – it will be far easier to catch up than if you let things get out of hand.*

Monday, August 10 — Introduction

Wednesday, August 12 — Indigenous America

Readings for Monday: Read the syllabus; Yawp, *Introduction*; and SOCC handouts on Moodle.

Readings for Wednesday: Read "The First Americans" section of *Yawp*, Chapter 1.

\*Weekly quizzes will start this week, with a quiz on the syllabus and on the SOCC method.

Monday, August 17 — Early Modern Europe

Wednesday, August 19 — The Columbian Exchange

*\*Friday, August 21 is the last day to add a course without permission of instructor, as well as the official enrollment date (census date).*

Readings: *Yawp*, Chapter 1, entire.

Monday, August 24 — Imperial Examples

Wednesday, August 26 — Virginia in the Seventeenth Century

Readings: *Yawp*, Chapter 2; selections from Las Casas

Monday, August 31 — New England in the Seventeenth Century

Wednesday, September 2 — Slavery in Colonial North America

Readings: *Yawp*, Chapter 3; Letters from emigrants to Virginia and New England; Passenger lists.

Monday, September 7 — The Transatlantic Slave Trade

*\*We are having class as usual on Monday, September 7. The University has decided to hold classes on Labor Day to expedite the Fall 2020 semester schedule and have it end by Thanksgiving.*

Wednesday, September 9 — Becoming American: 1700-1763

Readings: *Yamp*, Chapter 4

**First primary source analysis due by Sunday, September 13 at 11:59pm.**

Monday, September 14 — American Responses to Imperial Reforms: 1765-1774

Wednesday, September 16 — The Revolution in American Society

Readings: *Yamp*, Chapter 5

**Midterm essay is due September 20 at 11:59pm.**

Monday, September 21 — From Confederation to Constitution

Wednesday, September 23 — The Evolution of the Two-Party System

Readings: *Yamp*, Chapter 6

Monday, September 28 — Democracy and Gender: From Republican Mothers to Separate Spheres

Wednesday, September 30 — The Transportation Revolution and Westward Expansion

Readings: *Yamp*, Chapters 7 & 8

*\*Wednesday, September 30 is the drop/revision deadline for classes.*

Monday, October 5 — Labor and Immigration

Wednesday, October 7 — Jacksonian Democracy

Readings: *Yamp*, Chapter 9

Monday, October 12 — Indian Removal

Wednesday, October 14 — Reforming Impulses

Readings: *Yamp*, Chapter 10

**Second primary source response due October 18 at 11:59pm.**

Monday, October 19 — Abolitionism

Wednesday, October 21 — Changes in Slavery, 1800-1860

Readings: *Yamp*, Chapter 11

**Third primary source response is due October 25 at 11:59pm.**

Monday, October 26 — The Cotton Kingdom

Wednesday, October 28 — Manifest Destiny and the Mexican-American War

Readings: *Yamp*, Chapter 12

Monday, November 2 — The Rise of the Republican Party

Wednesday, November 4 — Secession and the Coming of the Civil War

Readings: *Yamp*, Chapter 13

Monday, November 9 — The Civil War, 1861-1865

Wednesday, November 11 — Legacies of the Civil War: Reconstruction

Readings: *Yanp*, Chapter 14. Reading chapter 15 is also strongly recommended, but not required.  
**Final paper is due November 17 at 11:59pm.**