

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA Dh: American Institutions – History**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: HIST 130		Course Title: U. S. History, 1500-1877	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: every	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> fully on-line
Course Proposer (please print): Katherine Hajar		Email: khjar@csusm.edu	Submission Date:


1. Course Catalog Description: "Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economic change, religion, slavery, race relations, status of women, westward expansion, reform, and political parties."

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions: Not applicable (any student may register)
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

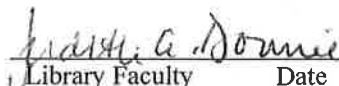
 2/11/14
Course Proposer Date

 2/11/14
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

DC

Initial

	Support <input checked="" type="checkbox"/>	Do not support* <input type="checkbox"/>	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
Library Faculty Date			Impacted Discipline Chair Date	
Judith Downie	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
Impacted Discipline Chair Date			GEC Chair Date	

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Department Chair (presently Jill Watts) Phone: x4114 Email: jwatts@csusm.edu

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Part A: Dh American Institutions – History General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

History GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dh 1. Students will be able to identify and discuss connections between the national past and present.	Course explores change over time from European-American contact to 1877. Students will learn how various events and developments laid the groundwork for specific social, cultural, political, and economic aspects of American life in the present. For instance, students will learn about the decimation and forced migration of indigenous Americans, the democratization of American political life in the early 19 th century, the rise of new American religious practices and institutions, and the influence of 19 th -century reform movements on present-day laws, practices, beliefs, and institutions.	By participating in class discussions about lectures and assigned readings, students will deepen their understanding of historical continuities (things that stay the same over time) AND historical changes. In addition, in exams, quizzes, and/or short written assignments, students will draw on course topics AND their own knowledge of the present to explain how the past (e.g., the history of slave laws) has helped to shape the present (e.g., racial inequalities in the 20th and 21st centuries). Instructors may also require students to make these connections in different kinds of assignments, such as selecting a contemporary news article and writing an essay that links the present-day news with topics covered in the class readings and lectures.
Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.	Students will be introduced to the history of historical scholarship, including how historians' conclusions about the past have changed based on new evidence, new interpretations of historical sources, and/or the incorporation of insights from other disciplines. Students will also learn about the development of U.S. political institutions, as well as how different groups of Americans have perceived and been affected by British colonial and U.S. government policies.	Customarily, exams and quizzes will require students to identify and explain these disciplinary interpretations and U.S. government systems as they have changed over time. Instructors may also or instead choose to require essay assignments in which students respond to questions about these interpretations, and/or have students engage in classroom debates in which they base their arguments on their understanding of the historical perspectives expressed in primary sources (historical documents).
Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.	Students will read, evaluate, and discuss and/or write about primary sources (the raw materials of historical scholarship) alongside historical interpretations as a way to explore and employ historical methods.	All History 130 courses include primary sources (historical documents) and secondary sources (scholarly articles and/or textbooks) among the assigned readings. Classroom discussions, exams, quizzes, and/or essays will all require students to analyze, synthesize, compare and evaluate these primary and secondary sources of evidence. So, for instance, a student might be evaluated on their ability to write a modern

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		"translation" of a document written in historical language, or their ability to explain the main arguments in a historical document and then synthesize it with a textbook reading, creating an essay or exam answer. Other assessment activities could gauge students' ability to participate in a classroom debate that expresses the perspectives contained in historical sources.
Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.	Topics that will explore both change and continuity in American culture, economic structures, and political institutions include (but are not limited to) encounters between European, African, and indigenous American peoples between 1492 and 1800 and the ways those encounters affected the cultures, societies, political structures and economies of each of these groups; the development of various American political, economic, and social institutions, including, for example, government, laws, and social reform; and the varied historical causes and consequences of major events, including the American Revolution and Civil War.	In exams, quizzes, and/or short written assignments, students will compare these topics as they relate to particular historical locations and time periods, as well as articulating their importance for understanding both historical continuities and change over time. So, for instance, an assignment might ask students to explain the different perspectives of 19th-century factory workers and employers, and then explain how the economic and material conditions of those workers shaped physical and political conflict between "haves" and "have-nots."
Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.	Topics will include various groups in U.S./American history, including both leaders and other representatives of dominant groups, as well as marginalized groups such as American Indians, African Americans, women, immigrants, and the poor.	In classroom discussions and debates, exams, quizzes, and/or short written assignments, students will compare opposing cultural, social, economic, political, intellectual, and/or regional perspectives that have been represented in both readings and lectures. So, a classic example would be to write an exam answer or essay that demonstrates a students' understanding of fundamental differences between slaveholding secessionists and their opponents, advocates of freelabor, in the antebellum period. Another example assignment requires students to demonstrate how slave laws established in the 17th century, shaped both black and white identities and experiences. Students also demonstrate their understanding of the history of immigration, and its impact on almost every historical aspect of American life.
Dh 6. Students will recognize the influence of global forces and identify	Topics include the development of European colonies in America as a	In classroom discussions and debates, exams, quizzes,

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<p>their connections to local and national developments.</p>	<p>process that had profound effects in both Europe and Africa, and the ways that these American colonies served as battle grounds for international conflicts.</p>	<p>and/or short written assignments, students will demonstrate their understanding of, first, the American colonies as the location of competition among European powers, and later, key American ideas about the U.S. as a global power, and conflicts and agreements between the U.S. and other nations. So, a classic example of the U.S. as a global power would be the Monroe Doctrine (as the first clear articulation of the U.S.'s intention to dominate the western hemisphere). Important examples of early conflicts between the American colonies/U.S. and foreign powers would include wars involving Indians and British and French colonists, and, later, the Mexican-American War (often known as "the U.S. invasion" in Mexico)</p>
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>Students will be required to complete written assignments that require them to communicate what they've learned, applying basic writing skills so that others can easily comprehend the information.</p>	<p>Writing rubrics will be used to assess student essays and/or short written assignments. Individualized feedback about how students can improve their communication skills is provided. Students' work will be judged on the clarity and specificity of their prose; mechanical issues like grammar and punctuation; and thoroughness of analysis and/or explanation.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>Students will read, discuss, analyze, and write about primary source documents related to particular historical debates or problems, which express different points of view held by various historical actors.</p>	<p>Rational analysis is the foundation of basic historical methods. Students' ability to think independently, objectively, and analytically will be assessed in short written assignments and essay assignments. In addition, their contributions to class discussions also helps instructors gauge students' understanding and accomplishment.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Students will evaluate and use primary sources (see critical thinking outcomes, above), and gain practice in finding archival resources through library databases (please see library</p>	<p>Customarily, this is accomplished through short written assignments, such as those that require students to find, analyze, and discuss a</p>

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	assignment listed in syllabus).	reliable primary source. Some instructors will create students create digital presentations of digital archival resources that students have found on their own, which also allows faculty to gauge accomplishment of this outcome.
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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dh courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): From syllabus: “We try to understand – empathetically – why people in other places and times saw the world differently than we do” and “students will be expected to demonstrate a reasonable understanding of...The ways in which encounters between European, African, and indigenous American peoples between 1492 and 1800 affected the cultures, societies, political structures and economies of each of these groups.”
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): From the syllabus: This course “provide students with a more sophisticated understanding of the process whereby a democratic society developed in North America by the nineteenth century, and the limits of this democratizing process.” Also: “students will be expected to demonstrate a reasonable understanding of...The ways in which encounters between European, African, and indigenous American peoples between 1492 and 1800 affected the cultures, societies, political structures and economies of each of these groups” and the “Differences between northern and southern systems of gender, race, and authority, and how these differences contributed to different attitudes towards slavery.”

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Customarily, students write 3 short analytical essays, a midterm essay exam and a final essay exam, with a total minimum writing requirement of approximately 3000 words
Instructors will include an evaluation of students’ written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	Customarily, short analytical essays
Writing assignments in courses meeting the Dh requirement will require students to address historical issues.	Customarily, short analytical essays and the midterm and final essay exams all ask students to discuss historical issues
As per EO 1061 , the course content must include:	

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1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.	Readings and lectures cover these topics over a span of approximately 375 years.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.	Readings and lectures; please see learning outcomes listed in syllabus.
3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.	Readings and lectures; please see learning outcomes listed in syllabus.

Sample Syllabus
History 130: United States History, 1500-1877
CRN 00000
Semester/Year

Lecture days and times, Room Location

Professor Jane Doe
E-mail: jdoe@csusm.edu

Office Phone: 760-000-0000
Office: 000 Markstein

Office Hours: Days and times

Course Description and Introduction

This is an introductory, lower division survey course on the history of the United States from the origins of the first European colonies in North America and our nation's beginnings in a revolution against the British empire, to the devastating Civil War that divided our nation in two, through the end of Reconstruction. It is also a course about the development of one of the first democratic polities in the western world. The course is designed to provide students with a more sophisticated understanding of the process whereby a democratic society developed in North America by the nineteenth century, and the limits of this democratizing process.

This course has several broad objectives. The first is to introduce you to the idea of historical thinking. Historians are interested in how human societies develop and change over time. We try to understand – empathetically – why people in other places and times saw the world differently than we do. How does context shape people's behavior and ideas? Further, we look for connections or patterns in the process of change over time. What connections exist between people's ideas and actions in one era, and those of another? What causes underlie the process of historical change?

The second is to introduce you to the methods of historians. To answer their questions about historical change, historians must gather evidence, analyze its meaning, and use it to support convincing arguments. While learning how historians analyze evidence to draw conclusions about the past, students will learn to assess the soundness of historical arguments, and will use reliable primary source evidence to support logically reasoned, persuasive arguments of their own.

The third is to help you develop your skills in logical analysis, verbal expression, and writing through readings, lectures, class discussion, and writing assignments. The quality of students' ability to communicate effectively in writing will be crucial to their success in this course.

Learning Outcomes:

At the end of this course, students will be expected to demonstrate a reasonable understanding of:

- The ways in which encounters between European, African, and indigenous American peoples between 1492 and 1800 affected the cultures, societies, political structures and economies of each of these groups.
- The reasons motivating English colonization of North America and relationship between motives and the types of societies created in the English colonies
- The reasons why slavery was adopted in southern and West Indian colonies and the impact of slavery on the development of racial ideology in Anglo-American culture and society.
- The varied historical causes and consequences of the American Revolution
- The ways in which changes in social organization produced by the market revolution in the nineteenth century changed relationships of gender, class, race, and authority.
- Differences between northern and southern systems of gender, race, and authority, and how these differences contributed to different attitudes towards slavery
- The role of western territorial expansion in shaping American political debates from 1763 to 1861
- The varied causes of Southern secession and why the Confederacy lost the Civil War
- The ways in which different groups responded to Emancipation, and the legacy of Reconstruction for American society and politics

Learning Outcomes for all General Education (GE) Courses

- Students will communicate effectively in writing to various audiences.
- Students will think critically and analytically about an issue, idea or problem.
- Students will find, evaluate and use information appropriate to the course and discipline.

Learning Outcomes for General Education (GE) Courses in History

- Students will be able to identify and discuss connections between the national past and present.
- Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.
- Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.
- Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.
- Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.
- Students will recognize the influence of global forces and identify their connections to local and national developments.

Course Format

This class meets 3 times per week. Students should prepare for classes as follows. Before Monday of each week, you should read the assigned weekly reading in Foner, *Give Me Liberty!* Before Friday of each week, you should read (and be prepared to discuss in depth) the assigned reading in Hollitz, *Thinking Through the Past*. From time to time your section instructor will give you additional assignments that will also be due in your section meetings. Readings will be discussed in your sections.

Cougar Courses

An electronic version of this syllabus and other resources and information may be found at our course site on Cougar Courses. Go to <<http://cc.csusm.edu/>> to log in. Professor Doe will use the History 130 Cougar Course site to post announcements and additional course materials, as needed, over the course of the semester. Your discussion section has a separate Cougar Course site, which your section instructor will use to communicate with you. Required papers will be turned in on the Cougar Course site for your discussion section.

Students with Disabilities

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909; or by e-mail at <dss@csusm.edu>. Students authorized by DSS to receive accommodations should meet with me in my office in order to ensure their confidentiality. If you know or suspect that you might have a disability that will affect your class performance, please seek guidance from the DSS office as early as possible at the start of the semester.

Required Books

The readings assigned for Week 1 are available in digital form on the CSUSM Library website under "Course Reserves": <<http://cc.csusm.edu/>>.

The following books will be used throughout the course and are required. A few copies of each are available at the reserve desk on the 2d floor of the Kellogg Library.

Eric Foner, *Give Me Liberty!*, Vol. 1, brief 3rd edition (W. W. Norton).

ISBN: 978-0-393-93552-3

John Hollitz, *Thinking Through the Past*, Volume 1, 4th edition (Cengage Publishing). ISBN: 978-0-495-79991-7

Recommended Reading

Diana Hacker, *A Pocket Style Manual*, any edition (Bedford/St.Martin's).

Course Requirements and Grading Components

Each of the following assignments will count towards your final grade for the course. There will be no extra-credit or make-up assignments except in cases of documentable medical reasons or serious personal hardships. Attendance is required at both lectures and section meetings. More than 3 unexcused absences overall, or more than 2 absences from section meetings, will result in deductions from your total course grade at the rate of 1/3 of a grade per absence.

1. Discussion sections, 30% of course grade. This will include your library archival research presentations. In this assignment, students will use the online digital archives available through the Kellogg Library in order to find primary source documents related to a topic that will be assigned by the professor. Students will present their findings orally in class and/or in a web-based presentation.
2. 3 short papers based on readings in Hollitz, *Thinking Through the Past* (paper due dates and policies will be posted in the syllabus for your discussion section as well as in the course schedule below), 30% total
4. Midterm Exam (Friday, October 11) 15%
5. Final Exam (Monday, December 9, 1:45-3:45) 25%

These written assignments fulfill the University-wide writing requirement that in each class of three units or above, students must write a minimum of 2500 words.

Online Resources

Many valuable study tools for *Give Me Liberty!* are available at <http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>. Students should look up unfamiliar words at the online Oxford English Dictionary: <http://www.oed.com> or <http://www.oed.com.ezproxy.csusm.edu/>.

Course Policies, Student Responsibilities, and Other Information

Important information about course policies, student responsibilities, communication etiquette, and related matters are available on the Cougar Courses page for this course under the link entitled "FAQ for History 130" at: <http://cc.csusm.edu>.

By the first class meeting of Week 2 students are expected to have familiarized themselves with all course policies, as detailed in the FAQ for History 130. Students' continued enrollment in the course will be taken as their agreement that they have read and understand everything in the syllabus and FAQs, and that they believe they will have sufficient time to devote to History 130 this semester.

In order to ensure an environment in which all students feel comfortable sharing their ideas, all students are expected to conduct themselves in a manner that is respectful, considerate, and courteous. Please balance thoughtful participation with due consideration of each other's feelings when participating in classroom conversations.

Student papers are to be prepared in 2 formats: one digital copy (typed and double spaced) to be submitted to the Cougar Course site for your discussion section, and one paper copy (typed and double spaced) to be turned in to your section instructor on the date when it is due. Please see the Style Sheet for History 130 (posted on Cougar Courses) for more detailed instructions about papers.

Students will be required to bring in their own green or blue essay exam books to complete the midterm and final exams.

Students who are obviously distracted by electronic devices or otherwise disruptive during class meetings will be asked to leave the class, and will receive no credit for class attendance for that day. Cell phones must be turned off. If you are monitoring an emergency situation and must send or receive a message during class time, please inform me in advance, and leave the room quietly before reading or sending any text.

Academic Honesty

Academic honesty is of the utmost importance in this class and during your entire experience at CSUSM. **As part of your discussion section, you will be required to complete an assignment to ensure that you understand the CSUSM academic dishonesty policy.** If you are found to have committed any act of academic dishonesty, you will be reported to the Dean of Students. You will also fail the assignment(s) in question, and may receive a failing grade for the entire course. Ignorance is no excuse on this one. Please make sure that you understand what constitutes academic dishonesty. Please see FAQ for History 130 on our Cougar Course site for further information. Log in at <<http://cc.csusm.edu>>.

COURSE SCHEDULE

Professor Doe reserves the right to make changes to this syllabus or the assignments. If a change is made, it will not burden students with additional course requirements, and students will always receive plenty of notice. Updated versions of the syllabus will be posted on the Cougar Course site as needed.

Part 1: American Colonies to 1763

WEEK 1

Monday, August 26

Read before Wednesday: Give Me Liberty! , Ch. 1: A New World

Wednesday, August 28

Read before Friday section meeting:

- 1) Hollitz, Ch. 1, "The Truth About Textbooks: Indians and the Settlement of America" (if you don't have your textbook yet, the chapter is available electronically under "Course Reserves" on the CSUSM Library

- website. Bring a copy to your discussion section meeting.)
- 2) Jules Benjamin, "How to Read a History Assignment..." , pp. 19-56, from *A Student's Guide to History* , 10th edition (available electronically under "Course Reserves" on the CSUSM Library website.)
 - 3) Discussion Questions for Week 1 (posted on Cougar Course site for this class.) Log in at <<http://cc.csusm.edu>>

WEEK 2

Monday, Sept. 2

Read before Wednesday: Give Me Liberty! , Ch. 2: Beginnings of English America, 1607-1660

Wednesday, Sept. 4

Read before Friday section meeting:

- 1) Hollitz, Ch. 2, "The Primary Materials of History: Childhood in Puritan New England"
- 2) Discussion Questions for Week 2 (posted on Cougar Course site for this class)
- 3) See your section syllabus for additional assignments.

WEEK 3

Read before Monday: Give Me Liberty! , Ch. 3: Creating Anglo-America, 1660-1750

Monday, Sept 9

Wednesday, Sept. 11

Read before Friday section meeting: :

- 1) "How to Write History Assignments" (57-75) from *A Student's Guide to History* , 10th edition (available electronically under "Course Reserves" on the CSUSM Library website).
- 2) "Style Sheet for History 130" (posted on Cougar Course site for this class:)
- 3) See your section syllabus for additional assignments.

WEEK 4

Read before Monday: Give Me Liberty! , Ch. 4: Slavery, Freedom, and the Struggle for Empire, to 1763

Monday, Sept. 16

Wednesday, Sept. 18

Read before Friday section meeting: Hollitz, Chapter 3, "The Best Poor Man's Country," pp. 39-44, 49-54.

FRIDAY, SEPTEMBER 20: PAPER # ONE IS DUE

Part 2: A New Nation, 1763-1840

WEEK 5

Read before Monday: Give Me Liberty! , Ch. 5: The American Revolution, 1763-1783

Monday, Sept. 23

Wednesday, Sept. 25

Read before Friday section meeting: Hollitz, Ch. 4, "Evaluating One Historian's Argument: The 'Hidden Side' of the American Revolution," pp.55-83.

WEEK 6

Read before Monday: Give Me Liberty! , Ch. 6: The Revolution Within

Monday, Sept.30

Wednesday, Oct. 2

Before Friday section meeting: Read through your lecture notes for a midterm review on Friday. Bring an unmarked exam essay book (green book or blue book) to your discussion section.

WEEK 7

Read before Monday: Give Me Liberty! , Ch. 7: Founding a Nation, 1783-1789

Monday, Oct. 7

Wednesday, Oct. 9

FRIDAY, OCTOBER 11: MIDTERM EXAM

WEEK 8

Read before Monday: Give Me Liberty! , Ch. 8: Securing the Republic, 1790-1815

Monday, Oct. 14

Wednesday, Oct. 16

Reading before Friday section meeting: Hollitz, Ch. 6, "Ideas in History: Race in Jefferson's Republic," pages assigned by discussion section instructors.

WEEK 9

Read before Monday: Give Me Liberty! , Ch. 9: The Market Revolution, 1800-1840

Monday, Oct. 21

Wednesday, Oct. 23

Read before Friday section meeting: Hollitz, Ch. 8, "Grand Theory and History: Democracy and the Frontier," pages assigned by discussion section instructors.

WEEK 10

Read before Monday: Give Me Liberty! , Ch. 10: Democracy in America, 1815-1840

Monday, Oct. 28

Wednesday, Oct.30

Read before Friday section meeting: Hollitz, Chapter 9, "History as Biography: Historians and Old Hickory," pages 190-201, primary sources 3, 5, 6, and 7, and conclusion at p. 213.

FRIDAY, NOVEMBER 1: PAPER # TWO IS DUE

Part 3: Slavery, Freedom, and the Crisis of the Union, 1840-1877

WEEK 11

Read before Monday: Give Me Liberty! , Ch. 11: The Peculiar Institution

Monday, Nov. 4

Wednesday, Nov. 6

Read before Friday section meeting: Hollitz, Ch. 10, "History 'From the Bottom Up': Historians and Slavery"

FRIDAY, NOVEMBER 8: Library Archival Research Presentations DUE

WEEK 12

Monday, Nov. 11 **NO CLASS MEETING, CAMPUS CLOSED**

Read before Wednesday: Give Me Liberty! , Ch. 12: An Age of Reform, 1820-1840

Wednesday, Nov. 13

Read before Friday section meeting: Hollitz, Ch. 11, "Ideology and Society: The Bounds of Womanhood" through p. 261

WEEK 13

Read before Monday: Give Me Liberty! , Ch. 13: A House Divided, 1840-1861

Monday, Nov. 18

Wednesday, Nov. 20

Read before Friday section meeting: Hollitz, primary sources at pp. 262-269, 286-288.

FRIDAY, NOV. 22: PAPER #3 IS DUE

WEEK 14

Read before Monday: Give Me Liberty! , Ch. 14: A New Birth of Freedom: The Civil War, 1861-1865

Monday, Nov. 25

Wednesday, Nov. 27

NO SECTION MEETING ON FRIDAY, NOV. 29. HAPPY THANKSGIVING

WEEK 15

Read before Monday: Give Me Liberty! , Ch. 15: "What Is Freedom?": Reconstruction, 1865-1877

Monday, Dec. 2

Wednesday, Dec. 4

Read before Friday section meeting: Hollitz, Ch. 13, "The Importance of Historical Interpretation: The Meaning of Reconstruction," pages assigned by discussion section instructors.

FINAL EXAM: Monday, Dec. 9, 1:45 to 3:45 pm in Markstein 125.

Bring an unmarked exam essay book (green book or blue book) to the exam.