



amh 2010

U.S. HISTORY

to

1877

spring 2017



INSTRUCTOR: Dr. Sean Trainor | Adjunct Lecturer | Department of History | University of Florida
CLASS MEETING: MWF 11:45-12:35am (Period 5) | LOCATION: FLI 0105 | HASHTAG: #AMH2010atUFL

CONTACT INFORMATION AND OFFICE HOURS:

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M 12:45-1:45pm; W 12:45pm-2:45pm (and by appointment) | FLI 0021

INTRODUCTION AND COURSE OBJECTIVES

In this class, we will survey the history of colonial North America and the United States from the late fifteenth century, when larger numbers of Europeans first arrived in the Americas, to 1877, when the post-Civil War period of Reconstruction came to a formal end.

In tackling this history, we will pursue the following four goals:

First, we will consider the meanings of “self-government” and “freedom” – both in the period we’re covering and in the present. Defining self-government and freedom were urgent tasks in colonial North America and the early American Republic, just as they are today. Especially after the Revolution, Americans struggled with the contradiction of living in a land dedicated to liberty where slavery nonetheless flourished, indigenous peoples were forcibly relocated from their ancestral homes, and an unelected financial aristocracy exercised growing power over ordinary people’s fates.

Second, we will analyze the role played by empire, slavery, capitalism, and democracy in the history of colonial North America and the early United States. These four intersecting ideas and institutions not only shaped this period decisively; they also enabled, informed, complicated, and limited the various meanings Americans ascribed to self-government and to freedom.

Third, we will learn how to draw meaningful connections between early American history and the world today. Doing so will provide us with a powerful set of tools for understanding the origins of our world, testing present-day assumptions, and imaging the future.

Finally, we will hone our critical thinking, writing, and communication skills in a series of written and oral assignments that will evaluate (and hopefully enhance) our mastery of the goals above. Thus, by semester’s end, we should be able to:

1. Define “self-government” and “freedom” in ways that are both historically valid and personally meaningful;

2. Explain how empire, slavery, capitalism, and democracy shaped one another, as well as the larger course of early American history;
3. Draw powerful, insightful connections between the contents of this course and current events;
4. And express our positions on the foregoing points in powerful prose and speech.

COURSE TEXTS

The textbook for this course is a free, online, collaboratively-produced work entitled *The American Yawp*. You can find a link to the text at the following address: <http://www.americanyawp.com/>. All readings from *The American Yawp* (labelled TAY in the syllabus) will be linked directly from the Canvas course management system, as will additional primary source readings.

In addition to *The American Yawp*, students will be required to read the following texts:

- Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Beacon Press, 2000), ISBN: 0807054054.
- Frederick Douglass, Harriet Jacobs, and Kwame Anthony Appiah, *Narrative of the Life of Frederick Douglass, An American Slave / Incidents in the Life of a Slave Girl* (Modern Library, 2004), ISBN: 0679783288.

Both books are available at the UF bookstore as well as at online retailers for as little as \$2-5. Students should also obtain copies through the UF Library or the university's [fantastic interlibrary loan system](#).

REQUIRED LISTENING

In addition to reading the texts above, students will also be expected to listen to the soundtrack of *Hamilton: An American Musical*. Students may access this soundtrack in variety of ways. For those who use the service, *Hamilton* is available on Spotify. For those who do not, free Spotify accounts are available at www.spotify.com, as well as on iOS, Android, and Windows Phone. In addition, students may purchase CD or digital copies of the soundtrack on Amazon or elsewhere. Finally, those who have difficulty understanding rap lyrics may read the full libretto of *Hamilton* at Genius.com:

<http://genius.com/albums/Lin-manuel-miranda/Hamilton-original-broadway-cast-recording>

GRADING AND EVALUATION

- Please note: there is no final exam in this course. -

- Attendance: 15%
- Quizzes: 10%
- Participation: 15%
- Papers: 50%
- Presentation: 10%

Attendance

Attendance will be taken at the beginning of class. If students arrive after attendance has been taken, they should speak to Dr. Trainor, who will consider offering attendance credit on a case-by-case basis.

Students may miss up to three class meetings with no questions asked. Should they miss additional classes, they must request an excused absence from Dr. Trainor. For information on what constitutes an excused absence, students should consult UF's attendance policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Quizzes

Students will be required to take six, ten-minute quizzes over the course of the semester – all of which are listed on both the syllabus and on Canvas. Each quiz (excluding Quiz #1) will consist of four multiple choice questions, each of which will be worth 25% of the individual quiz grade. All quizzes will due on Friday at 11:35am, and will be available for 48 hours prior to their due date (i.e. they will become available on Wednesday at 11:35am).

These assignments (again excluding Quiz #1) will gauge students' understanding of major course materials only (i.e. Young's *Shoemaker and the Tea Party*, *Hamilton: An American Musical*, Douglass's *Narrative*, and Jacobs's *Incidents*). Students will never be quizzed on TAY readings. Students' lowest individual quiz grade will be dropped at the end of the semester. **Quizzes cannot be made up.**

Participation

Classroom participation is a key component of this course. **Students are therefore expected to participate in no fewer than one-half of all section meetings.** For those who do not feel comfortable participating in person, Dr. Trainor will also award participation points for questions and comments offered on the Canvas discussion board.

Papers

Students will write three 1-3 page essays over the semester. The prompts for these papers are available on Canvas. **All papers should be submitted electronically to a Canvas drop box in either .doc or .docx format and must be double spaced, with one-inch margins, in twelve-point, Times New Roman font.**

Final Project

At the end of the semester, students will be required to make a 50-minute group presentation during class, recapping the contents of the semester. Students should review the presentation prompt, available on Canvas, at their earliest convenience and begin thinking about the presentation as early in the semester as possible. Students will have numerous opportunities to discuss the presentation with their classmates over the course of the semester. These meetings will occur during regularly-scheduled class sessions – though group members should feel free to meet outside of class as well.

LATE PAPERS

Late papers will be marked down one half letter grade for each day that they are late, unless students provide Dr. Trainor with documentation of extenuating circumstances.

GRADE SCALE

94-100 = A

90-93.9 = A-

88-89.9 = B+
82.5-87.9 = B
80-82.4 = B-
78-79.9 = C+
72.5-77.9 = C
70-72.4 = C-
68-69.9 = D+
62.5-67.9 = D
60-62.4 = D-
Less than 60 = F

EMAIL / CANVAS MESSAGE POLICY

Students should expect a response to questions, comments, or concerns in 24 hours or fewer.

GRADING POLICIES

Grading policies for this course are compliant with those of the university. To learn more about these policies, please visit <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COLLEGE ACADEMIC INTEGRITY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS

All course materials, excluding The Shoemaker and the Tea Party, Hamilton, and Douglass and Jacobs' narratives are available on the Canvas course management system. Readings are due on the day for which they are assigned (i.e. readings listed under 9 January are due by class time on 9 January).

WEEK 1

- WEDNESDAY, JANUARY 4 (Introduction)

- FRIDAY, JANUARY 6 (Introduction to Final Project)
 - **Assignments:**
 - Take Quiz #1 on Canvas
 - Create Class Twitter account
 - **Readings:**
 - Syllabus
 - Final Project Prompt

WEEK 2

- MONDAY, JANUARY 9 (Empire: European Colonization Begins)
 - **Readings:**
 - TAY, Ch. 1, Sec. I, "[Introduction](#)"
 - TAY, Ch. 1, Sec. II, "[The First Americans](#)"
 - TAY, Ch. 1, Sec. III, "[European Expansion](#)"
 - TAY, Ch. 1, Sec. IV, "[Spanish Exploration and Conquest](#)"
 - TAY, Ch. 1, Sec. V, "[Conclusion](#)"

- WEDNESDAY, JANUARY 11 (Empire: European Empires in North America)
 - **Readings:**
 - TAY, Ch. 2, Sec. I, "[Introduction](#)"
 - TAY, Ch. 2, Sec. II, "[Spanish America](#)"
 - TAY, Ch. 2, Sec. III, "[Spain's Rivals Emerge](#)"
 - TAY, Ch. 2, Sec. IV, "[English Colonization](#)"
 - TAY, Ch. 2, Sec. V, "[Jamestown](#)"
 - TAY, Ch. 2, Sec. VI, "[New England](#)"
 - TAY, Ch. 2, Sec. VII, "[Conclusion](#)"
 - TAY, Ch. 3, Sec. IV, "[New Colonies](#)"
 - TAY, Ch. 3, Sec. V, "[Riot, Rebellion, and Revolt](#)"
 - TAY, Ch. 3, Sec. VI, "[Conclusion](#)"
 - TAY, Ch. 4, Sec. V, "[Seven Years' War](#)"
 - TAY, Ch. 4, Sec. VI, "[Pontiac's War](#)"
 - TAY, Ch. 4, Sec. VII, "[Conclusion](#)"

- FRIDAY, JANUARY 13 (Introduction to Paper #1)

- **Readings:**
 - Paper #1 Prompt
 - Paper #1 Sample Outline
 - Paper #1 Rubric

WEEK 3

- MONDAY, 16 JANUARY (*Martin Luther King, Jr. Day* – **NO CLASS**)

- WEDNESDAY, JANUARY 18 (Slavery and Capitalism: British Empire and the World)

- **Readings:**
 - TAY, Ch. 3, Sec. I, "[Introduction](#)"
 - TAY, Ch. 3, Sec. II, "[Slavery and the Making of Race](#)"
 - TAY, Ch. 4, Sec. I, "[Introduction](#)"
 - TAY, Ch. 4, Sec. II, "[Consumption and Trade in the British Atlantic](#)"
 - TAY, Ch. 4, Sec. III, "[Slavery, Anti-Slavery and Atlantic Exchange](#)"
 - Olaudah Equiano, "[The Horrors of the Middle Passage](#)"

- FRIDAY, JANUARY 20 (Discussion: *The Shoemaker and the Tea Party*, Pt. I)

- **Assignments:**
 - Take Quiz #2 on Canvas
- **Readings:**
 - Young, *The Shoemaker and the Tea Party*, pp. vii-84

WEEK 4

- MONDAY, JANUARY 23 (Democracy: The Imperial Crisis and the Coming of Revolution)

- **Readings:**
 - TAY, Ch. 3, Sec. III, "[Turmoil in Britain](#)"
 - TAY, Ch. 4, Sec. IV, "[Pursuing Political, Religious and Individual Freedom](#)"
 - TAY, Ch. 5, Sec. I, "[Introduction](#)"
 - TAY, Ch. 5, Sec. II, "[The Origins of the American Revolution](#)"
 - TAY, Ch. 5, Sec. III, "[The Causes of the American Revolution](#)"

- WEDNESDAY, JANUARY 25 (Revolutionary Era: The War for Independence)

- **Readings:**
 - TAY, Ch. 5, Sec. IV, "[Independence](#)"
 - TAY, Ch. 5, Sec. V, "[The War for Independence](#)"
 - TAY, Ch. 5, Sec. VI, "[The Consequences of the American Revolution](#)"
 - TAY, Ch. 5, Sec. VII, "[Conclusion](#)"

- FRIDAY, JANUARY 27 (Discussion: *The Shoemaker and the Tea Party*, Pt. II)

- **Assignments:**
 - Take Quiz #3 on Canvas
- **Readings:**
 - Young, *The Shoemaker and the Tea Party*, pp. 85-207

WEEK 5

- MONDAY, JANUARY 30 (Revolutionary Era: Building a New Nation)

- **Readings:**
 - TAY, Ch. 6, Sec. I, "[Introduction](#)"
 - TAY, Ch. 6, Sec. II, "[Shays' Rebellion](#)"
 - TAY, Ch. 6, Sec. III, "[The Constitutional Convention](#)"
 - TAY, Ch. 6, Sec. IV, "[Ratifying the Constitution](#)"

- WEDNESDAY, FEBRUARY 1 (Revolutionary Era: Early Republic Politics)

- **Readings:**
 - TAY, Ch. 6, Sec. V, "[Rights and Compromises](#)"
 - TAY, Ch. 6, Sec. VI, "[Hamilton's Financial System](#)"
 - TAY, Ch. 6, Sec. VII, "[The Whiskey Rebellion and Jay's Treaty](#)"
 - TAY, Ch. 6, Sec. VIII, "[The French Revolution and the Limits of Liberty](#)"
 - TAY, Ch. 6, Sec. IX, "[Religious Freedom](#)"
 - TAY, Ch. 6, Sec. X, "[The Election of 1800](#)"
 - TAY, Ch. 6, Sec. XI, "[Conclusion](#)"

- FRIDAY, FEBRUARY 3 (Section Meeting – Discussion: *Hamilton* and Its Critics)

- **Assignments:**
 - Take Quiz #4 on Canvas
- **Readings / Required Materials:**
 - *Hamilton: An American Musical*
 - Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," *The Public Historian* (only on Canvas)
 - Aja Romano, "[Hamilton is fanfic, and its historical critics are totally missing the point,](#)" *Vox*
 - Joanne B. Freeman, "[How Hamilton Uses History,](#)" *Slate*
 - Jennifer Schuessler, "['Hamilton' and History: Are They in Sync?](#)" *New York Times*

WEEK 6

- MONDAY, FEBRUARY 6 (Empire: The "Empire of Liberty" to Indian Removal)

- **Readings:**
 - TAY, Ch. 7, Sec. IV, "[Jefferson as President](#)"

- TAY, Ch. 7, Sec. V, "[Native American Power and the United States](#)"
- TAY, Ch. 7, Sec. VI, "[The War of 1812](#)"
- TAY, Ch. 7, Sec. VII, "[Conclusion](#)"
- TAY, Ch. 12, Sec. I, "[Introduction](#)"
- TAY, Ch. 12, Sec. II, "[Antebellum Western Migration and Indian Removal](#)"
- TAY, Ch. 12, Sec. III, "[Life and Culture in the West](#)"

• WEDNESDAY, FEBRUARY 8 (Empire: Manifest Destiny to the Age of the "Filibuster")

- **Readings:**

- TAY, Ch. 12, Sec. IV, "[Texas, Mexico and America](#)"
- TAY, Ch. 12, Sec. V, "[Manifest Destiny and the Gold Rush](#)"
- TAY, Ch. 12, Sec. VI, "[The Monroe Doctrine and Manifest Destiny](#)"
- TAY, Ch. 12, Sec. VII, "[Conclusion](#)"

• FRIDAY, 10 FEBRUARY (Discussion: Founding Documents)

- **Assignments:**

- **PAPER #1 DUE BY 11:59PM**

- **Readings:**

- [Declaration of Independence](#)
- [United States Constitution](#)
- [Bill of Rights](#)

WEEK 7

• MONDAY, FEBRUARY 13 (Slavery: The Cotton Revolution)

- **Readings:**

- TAY, Ch. 11, Sec. I, "[Introduction](#)"
- TAY, Ch. 11, Sec. II, "[The Importance of Cotton](#)"
- TAY, Ch. 11, Sec. III, "[Cotton and Slavery](#)"
- TAY, Ch. 11, Sec. IV, "[The South and the City](#)"
- TAY, Ch. 11, Sec. V, "[Southern Culture](#)"
- TAY, Ch. 11, Sec. VI, "[Religion and Honor in the Slave South](#)"
- TAY, Ch. 11, Sec. VII, "[Conclusion](#)"

• WEDNESDAY, FEBRUARY 15 (Slavery: The Experience of Slavery)

• FRIDAY, FEBRUARY 17 (Class Debate #1)

- **Proposition:**

- "The U.S. could have been a powerful, prosperous country without enslaving people of African descent and expropriating indigenous land." (Group #1 *in support*; Group #2 *in opposition*)

WEEK 8

• MONDAY, FEBRUARY 20 (Capitalism: Slavery and Capitalism)

- **Readings:**

- TAY, Ch. 8, Sec. III, "[The Decline of Northern Slavery and the Rise of the Cotton Kingdom](#)"

• WEDNESDAY, FEBRUARY 22 (Capitalism: The Market Revolution)

- **Readings:**

- TAY, Ch. 8, Sec. I, "[Introduction](#)"
- TAY, Ch. 8, Sec. II, "[Early Republic Economic Development](#)"
- TAY, Ch. 8, Sec. IV, "[Changes in Labor Organization](#)"
- TAY, Ch. 8, Sec. V, "[Changes in Gender Roles and Family Life](#)"
- TAY, Ch. 8, Sec. VI, "[The Rise of Industrial Labor in Antebellum America](#)"
- TAY, Ch. 8, Sec. VII, "[Conclusion](#)"

• FRIDAY, FEBRUARY 24 (Introduction to Paper #2 / Discussion: Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*)- **Assignments:**

- Take Quiz #5 on Canvas

- **Readings:**

- Douglass, *Narrative of the Life of Frederick Douglass, An American Slave* (all)
- Paper #2 Prompt
- Paper #2 Sample Outline
- Paper #2 Rubric

WEEK 9

• MONDAY, FEBRUARY 27 (Democracy: Jeffersonian Republicanism and Jacksonian Democracy)

- **Readings:**

- TAY, Ch. 7, Sec. I, "[Introduction](#)"
- TAY, Ch. 7, Sec. III, "[Jeffersonian Republicanism](#)"
- TAY, Ch. 9, Sec. I, "[Introduction](#)"
- TAY, Ch. 9, Sec. II, "[Democracy in the Early Republic](#)"
- TAY, Ch. 9, Sec. III, "[The Missouri Crisis](#)"
- TAY, Ch. 9, Sec. IV, "[The Rise of Andrew Jackson](#)"
- TAY, Ch. 9, Sec. V, "[The Nullification Crisis](#)"
- TAY, Ch. 9, Sec. VI, "[The Eaton Affair and the Politics of Sexuality](#)"
- TAY, Ch. 9, Sec. VII, "[The Bank War](#)"
- TAY, Ch. 9, Sec. VIII, "[The Panic of 1837](#)"
- TAY, Ch. 9, Sec. IX, "[Rise of the Whigs](#)"
- TAY, Ch. 9, Sec. X, "[Anti-Masons, Anti-Immigrants, and the Whig Coalition](#)"

- WEDNESDAY, MARCH 1 (Democracy: Religion, Reform, and Rebellion)
 - **Readings:**
 - TAY, Ch. 7, Sec. II, "[Free and Enslaved Black Americans and the Challenge to Slavery](#)"
 - TAY, Ch. 9, Sec. XI, "[Race and Jacksonian Democracy](#)"
 - TAY, Ch. 10, Sec. I, "[Introduction](#)"
 - TAY, Ch. 10, Sec. II, "[Revival and Religious Change](#)"
 - TAY, Ch. 10, Sec. III, "[Atlantic Origins of Reform](#)"
 - TAY, Ch. 10, Sec. IV, "[The Benevolent Empire](#)"
 - TAY, Ch. 10, Sec. V, "[Antislavery and Abolitionism](#)"
 - TAY, Ch. 10, Sec. VI, "[Women's Rights in Antebellum America](#)"
 - TAY, Ch. 10, Sec. VII, "[Conclusion](#)"
- FRIDAY, MARCH 3 (Class Debate #2)
 - **Proposition:**
 - "Capitalism undermined democracy in the early American republic." (Group #1 *in support*; Group #2 *in opposition*)

WEEK 10

- MONDAY, 6 MARCH (Spring Break – **NO CLASS**)
- WEDNESDAY, 8 MARCH (Spring Break – **NO CLASS**)
- FRIDAY, 10 MARCH (Spring Break – **NO CLASS**)

WEEK 11

- MONDAY, MARCH 13 (Discussion: Popular Culture in Antebellum America, Pt. I)
 - **Readings:**
 - Harriet Beecher Stowe, [Uncle Tom's Cabin, Ch. VII](#)
 - Horatio Alger, "[The Lottery Ticket](#)"
- WEDNESDAY, MARCH 15 (Discussion: Popular Culture in Antebellum America, Pt. II)
 - **Readings / Required Materials:**
 - E. W. Clay, [Life in Philadelphia](#)
 - Stephen Foster, "[My Old Kentucky Home, Good Night](#)"
 - Nicholas Baker, "[Sex and the City,](#)" [New York Times](#)
 - Erastus Salisbury Field, [Historical Monument of the American Republic](#)
- FRIDAY, MARCH 17 (Discussion: Jacobs, *Incidents in the Life of a Slave Girl*)
 - **Assignments:**
 - Take Quiz #6 on Canvas
 - **Readings:**
 - Jacobs, *Incidents in the Life of a Slave Girl* (all)

WEEK 12

- MONDAY, MARCH 20 (Discussion: “What does it mean to govern yourself?”)
 - **Readings:**
 - [Abigail and John Adams Converse on Women’s Rights](#)
 - James Madison, “[The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection](#),” *The Federalist*, No. 10
 - Frederick Douglass, “[What to the Slave is the 4th of July?](#)”
 - Elizabeth Cady Stanton, et. al., “[The Declaration of Sentiments and Resolutions](#)”
 - George Fitzhugh, [excerpt from *Sociology for the South*](#)
 - Thomas Skidmore, [Preface to *The Rights of Man to Property*](#)
- WEDNESDAY, MARCH 22 (Discussion: “Did early Americans govern themselves?”)
- FRIDAY, MARCH 24 (Introduction to Paper #3 / Discussion: “The most important trend[s] in U.S. history.”)
 - **Assignments:**
 - **PAPER #2 DUE BY 11:59PM**
 - **Readings:**
 - Paper #3 Prompt
 - Paper #3 Sample Outline
 - Paper #3 Rubric

WEEK 13

- MONDAY, MARCH 27 (The Civil War Era: The Sectional Crisis)
 - **Readings:**
 - TAY, Ch. 13, Sec. I, “[Introduction](#)”
 - TAY, Ch. 13, Sec. II, “[Sectionalism in the Early Republic](#)”
 - TAY, Ch. 13, Sec. III, “[The Crisis Joined](#)”
 - TAY, Ch. 13, Sec. IV, “[Free Soil, Free Labor, Free Men](#)”
 - TAY, Ch. 13, Sec. V, “[From Sectional Crisis to National Crisis](#)”
 - TAY, Ch. 13, Sec. VI, “[Conclusion](#)”
- WEDNESDAY, MARCH 29 (The Civil War Era: Fort Sumter to Chancellorsville)
 - **Readings:**
 - TAY, Ch. 14, Sec. I, “[Introduction](#)”
 - TAY, Ch. 14, Sec. II, “[The Election of 1860 and Secession](#)”
 - TAY, Ch. 14, Sec. III, “[A War for Union 1861-1863](#)”
- FRIDAY, MARCH 31 (The Civil War Era: Chancellorsville to Appomattox)
 - **Readings:**
 - TAY, Ch. 14, Sec. IV, “[War for Emancipation 1863-1865](#)”
 - TAY, Ch. 14, Sec. V, “[Conclusion](#)”

WEEK 14

- MONDAY, APRIL 3 (The Civil War Era: Reconstruction, Pt. I)

- **Readings:**

- TAY, Ch. 15, Sec. I, "[Introduction](#)"
- TAY, Ch. 15, Sec. II, "[Politics of Reconstruction](#)"
- TAY, Ch. 15, Sec. III, "[The Meaning of Black Freedom](#)"
- TAY, Ch. 15, Sec. IV, "[Reconstruction and Women](#)"
- TAY, Ch. 15, Sec. V, "[Racial Violence in Reconstruction](#)"
- TAY, Ch. 15, Sec. VI, "[Economic Development during the Civil War and Reconstruction](#)"
- TAY, Ch. 15, Sec. VII, "[The End of Reconstruction](#)"
- TAY, Ch. 15, Sec. VIII, "[Conclusion](#)"

- WEDNESDAY, APRIL 5 (The Civil War Era: Reconstruction, Pt. II)

- FRIDAY, APRIL 7 (Class Debate #3)

- **Proposition:**

- "Reconstruction would have succeeded if Lincoln had lived." (Group #1 *in opposition*; Group #2 *in support*)

WEEK 15

- MONDAY, APRIL 10 (Final Project Meeting)

- WEDNESDAY, APRIL 12 (Final Project Meeting)

- FRIDAY, APRIL 14 (Final Project Presentations)

- **Assignments:**

- **FINAL PROJECT PRESENTATIONS (GROUP #1)**

WEEK 16

- MONDAY, APRIL 17 (Final Project Presentations)

- **Assignments:**

- **FINAL PROJECT PRESENTATIONS (GROUP #2)**

- WEDNESDAY, APRIL 19 (Discussion: “What does this history tell us about the present? / How can I improve this course?”)

- **Assignments:**

PAPER #3 DUE BY 11:59PM