History 111-03
American History to 1865
T/Th 10:30-11:45
ACW 134

“If the past has been an obstacle and a burden, knowledge of the past is the safest and the surest emancipation.”--Lord Acton

GENERAL EDUCATION COMPETENCY AREAS:
Social and Behavioral Ways of Knowing
Diversity

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Course Description
This is a survey of American history from pre-contact and the colonial era to the Civil War, designed to provide students with the framework and background necessary to analyze the nation’s history and to learn how to interpret primary documents. Students will examine the major political, social, cultural, and economic trends that shaped the American colonies and the United States. By examining important events, trends, themes, and people in the U.S., students will learn to develop critical reading, writing, and analytical skills. Students will be asked to “think like historians” to critically analyze evidence and use evidence to construct arguments to gain a better understanding of how the past influences our lives today.

GENERAL EDUCATION LEARNING OUTCOMES FOR SOCIAL AND BEHAVIORAL WAYS OF KNOWING: Upon successful completion of this course, you should be able to demonstrate the following competencies:
1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

GENERAL EDUCATION LEARNING OUTCOMES FOR DIVERSITY: Upon successful completion of this course, you should be able to demonstrate the following competencies:
1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.
History Objectives
Additionally, as a History course, History 111 will help you:
1. Gain an understanding of the history of America, including major issues different groups have faced.
2. Demonstrate an understanding of both the different experiences and the commonalities people from a multitude of backgrounds faced.
3. Be able to trace important events and themes in American history and to critically analyze decisions affecting such events.
4. Analyze and interpret primary source material, and relate it to the larger historical context.

Textbook

Class structure
This course is a mixture of lecture and discussions. You need to have read the required chapters prior to class meetings. This will help you better understand lecture and be able to participate more fully in discussions. Approximately 45-60 minutes each class session will be spent in lecture, delving deeper into specific topics presented in the textbook. The rest of the time will be spent in discussion. Some of these discussions will be in small groups, while other discussions will be with the class as a whole. The discussions will sometimes focus on analyzing and interpreting primary documents, and other times will be used to deal with common misconceptions (the “mythology” of American history) and historical debates. A great deal of attention will be placed on the primary documents found within the textbook, as they are designed to help students both contextualize and humanize history. Read carefully; the better prepared you are to discuss what you have read, the better the discussion. If it appears that students are not completing the assigned reading prior to class meetings, I reserve the right to assign extra essays or quizzes. Trust me: this is not a right you want me to exercise. The class is divided into three chronological sections: pre-contact to 1775; 1775-1830; and 1830-1865. For each section, students will complete chapter quizzes, two document analysis essays, and an exam.

BlackBoard Component
We will utilize the BlackBoard component of this course in minimum ways. The course calendar and syllabus are there. All of your study guides for the exams and the tips for responding to the ID component on exams will be on BlackBoard. There is also an example of a document analysis essay, and four additional primary documents (as noted on the course schedule). I may use BlackBoard for announcements about the class, but I will also send those out via email. I will also keep the grade book on BlackBoard so you can always track your points during the semester (keep in mind that I drop some quizzes). Points for attendance and participation, though, will only be entered right before midterms and after the last day of class. I recommend that you keep all work I hand back to you in case there is every a discrepancy in the grade book.

Course Requirements
Chapter quizzes: There will be a context-based quiz on every chapter of the book from Chapter 1 through Chapter 13 (this course does not cover Chapter 14). The purposes of the quizzes are to ensure that students are completing their reading and that they have a firm grasp on important figures and events so that they can understand lectures and participate in discussions. These quizzes will be multiple-choice and are worth fifteen points each. There are 13 quizzes total, and I will drop your three lowest scores. I do not allow make-ups on these quizzes except for in cases of documented emergencies (please see my attendance policy) and documented school-related events. If you miss a quiz for any other reason, please do not ask for an exception. These quizzes will make up 150 points of your final grade (10 quizzes @ 15 points each). You are allowed to use both sides of a 3x5 index card for notes during these quizzes.

Document analysis essays: You will write six short essays based on primary documents over the course of the semester. There are numerous primary documents in each chapter, and learning how to analyze and interpret primary documents is an important aspect of this class and for understanding history in general. Students need to be familiar with and able to analyze all of the documents for the exams (see below). For this assignment, however, students need to focus on the “Two Views” documents in each chapter. These documents present
two different perspectives on the same topic, demonstrating how even at the same point in time there was never a single, monolithic way of viewing what was happening. These side-by-side comparisons will help you attain a deeper level of understanding how different people could view the same event, and they should therefore demonstrate the complexities of history in general. Analyzing documents created by the people who experienced particular moments in history will allow you to understand bias and perspectives in documents and how historians work to understand the past.

Following the “Two Views” documents, there are “Interpret the Evidence” and “Put It in Context” questions. You need to answer each of these questions, explicitly. These questions will form the basis of your document analysis essay as you answer them. You need to write a fluid, connected essay, though, and not just simply answer each question independent of the other questions. You need to have an introductory paragraph that provides a brief overview of the two documents and their place in history, as well as a preview of your analysis (what did the documents mean?). Use transitions in your paragraphs to connect everything. Don’t just summarize what the documents said; analyze them for their meanings and contributions to our understanding of history. I will provide an example of a successful document analysis essay on BlackBoard. I typically have these essays due one week after our class discussions and the lecture on the chapter, so that students are well-entrenched in the information and historical content before they write these papers. The course calendar has the due dates for each of these essays.

You need to complete two of these essays per each section of the class (pre-contact to 1775; 1775-1830; and 1830-1865). For section one, you will have your choice of Chapters 1-5. For section two, chapters 6-9. For section three, Chapters 10-13. These papers need to be a minimum of two FULL pages (double-spaced, Times New Roman 12 point font) and are worth 50 points each, for a total of 300 points for the semester. You are allowed to resubmit your first paper for a higher grade; the resubmission can be handed in at any point during the semester as long as it comes in by the last day of class (December 10). No work (document analysis papers or extra-credit) will be accepted during finals week. Remember: you only need to complete two essays for each section of the class (six essays total for the semester).

Exams: There will be three in-class exams, one for each section of the class (pre-contact to 1775; 1775-1830; and 1830-1865). These exams are a combination of historical identifications (IDs), primary document responses, and short essays. I will provide you with a study guide on BlackBoard two weeks before each exam. All test materials will come from class lectures and the textbook. There will be a choice of five identifications on the exam, from which you will choose three to write about. These identifications are worth 10 points each, for a total of 30 points. For these terms, you will need to know the who, what, when, where, and why associated with each, as well as the item’s historical significance. The significance is worth half of the points for each term. For examples of successful IDs, please see BlackBoard. The next section will be responses to primary documents. I will have four of these documents on the exam, and you will need to respond to question prompts for two of them. These responses are worth 15 points each, for a total of 30 points. The rest of the exam’s 40 points comes from a short (2-3 paragraphs) essay. There will be two essay prompts on the exam; you will write on one. These exams are worth 100 points each, and are not cumulative. The first exam is Sept. 29, the second is Nov. 5, and the third is Tuesday, Dec. 15, at 10:30 am. Please note the date of the final exam and plan accordingly; if you cannot take the exam on that date, you will take an Incomplete for the course and have to finish it in the spring semester. There will be no alternative dates for the exams, except for in cases of school-related activities or documented emergencies.

Participation: Your grade for participation will come primarily from your participation in discussions based on primary documents from the textbook and available on BlackBoard (as noted in the course schedule). These discussions will help you prepare for exams, and help you understand how to better approach your document analysis essays. We will also be doing small group work and large class activities based on some of the assigned primary documents. For these activities, I might assign you specific questions to consider and be ready to discuss within small groups, or I might assign you a specific historical perspective to take in the larger discussion. Please read the chapters in their entirety before the class period, and pay particular attention to the documents. In each class period (generally speaking), we will discuss at least one document. Be prepared to
discuss the meaning of the documents, the bias/perspective of it, and its purpose. The annotated questions for each document will help prepare you for discussions. You need to participate in these discussions over the course of the semester to earn your participation points, which are worth 150 points total for the semester.

**Attendance:** Your attendance is necessary. I will monitor attendance with daily sign-in sheets. Your attendance will count for 100 points of your final score. I give you two unexcused absences; after that, I deduct three points from your final attendance score for each absence. If you have a documented excused absence, let me know as soon as you can. These include jury duty, school-related activities, and documented emergencies. A routine doctor’s appointment is not included as an “excused” absence. Please schedule appointments around your class schedule. If you come in late or leave early, your attendance does not count. If you come in late, even if it is only by a minute or two, do not ask to sign the attendance sheet.

Additionally, sleeping during class, reading the newspaper, Facebooking, etc., are activities that suggest students are not truly “attending” class. If I see you participating in such activities, your attendance does not count. Students taking notes on laptops have to sit in the front two rows. If for some reason you have to miss class, please do not ask me what I covered in class. The syllabus will tell you what topic we covered in class, and I recommend getting notes from another student. I also recommend finding out from another student if you missed any announcements in class (such as changed assignment due dates).

**Miscellaneous class information**

**Late assignments:** Assignments are due in class on the day noted on the syllabus. Late work will be accepted, but will lose five points for each day late, including weekends. The first five points starts as soon as class that day is over, so if you hand in something after class on the day that it is due, you will lose five points. If you hand it in the day after it is due, you lose ten points. Late assignments also have a two-week deadline (meaning: if something is due on September 2, I will not accept the work after September 16). Assignments will not be accepted via email. NO EXCEPTIONS. You may hand assignments in to the marked folder attached to my office door if you are unable, for some reason, to hand them in in class. Fair warning, I use the date I pick up assignments handed in at my door as the date they were handed in. Meaning: if you hand something in on Friday afternoon, I won’t get it until Monday morning and you will lose points for the weekend, too. Make it easier on yourself and hand everything in on time in class.

**Classroom Etiquette:** Basic “rules of respect” will be observed at all times in this course. Please arrive on time for class meetings and turn off all cell phones and other devices during class. Laptops may be used for the purpose of taking notes; however, if you are using your computer for other purposes during class (such as updating Facebook), this privilege will be revoked. In addition, please refrain from talking to your neighbors while I or your fellow classmates are speaking. We will often discuss sensitive subject matter in this class including, but not limited to, issues of race, ethnicity, class, gender, religion, and politics. Since history is open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in historical interpretation. They must be targeted at ideas and they must be delivered respectfully. Personal attacks against individuals will not be tolerated. You can expect the same respect from me that I expect from you.

**Disability Accommodations:** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Email:** Make sure you use my correct email (aecanfield@lcsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. I am not responsible for emails sent to an incorrect address. Additionally, you must use LCMail (youraddress@lcmail.edu) for all course emailings. This is the address that I will send all email to if I need to get in contact with you. You are responsible for any email I send out. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get it. I only check my work email during work hours (Monday-Friday, 8am-5pm), so don’t worry if you don’t get a response from me to an email sent in the evening or on the weekend.
When emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. I am not your buddy; I am your professor. Use correct grammar and punctuation. You are not sending a text message to a friend. Proofread and spell check your message. Do not send an email until you have used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. Finally, your subject line should clearly note what class and section you are in (HIST. 111-01). I have over 100 students and cannot always place immediately who you are and which course you are in.

**Academic Integrity:** Academic honesty is expected of all students. Academic dishonesty includes plagiarism (the use of someone else’s *words or ideas* without acknowledgement), cheating on assignments or exams, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student will fail the course. No exceptions.

**Additional LCSC information/Syllabus Addendum**

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/consumer-information/](http://www.lcsc.edu/consumer-information/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/2157659/Student-Handbook.pdf](http://www.lcsc.edu/media/2157659/Student-Handbook.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page ([http://www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/)).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback**
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

**Student Work**
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015

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<td>Document analysis essays:</td>
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Course Schedule:

Aug. 25: Introduction: Why do we study history? What are primary documents, how do we analyze them, and how can we use them to learn about the past?

Aug. 26: Pre-Contact America: Geography, the Environment, and Culture
- Chap. 1, “Mapping Global Frontiers to 1585”
- Document discussion: 1.2 (pg. 15)

Sept. 1: Two Worlds Collide: Early European Exploration and the Columbian Exchange
- Quiz 1
- Review Chap. 1
- Document discussion: 1.3 (pg. 21) and Document Project 1 (Mapping America)

Sept. 3: The Different Paths of European Settlement
- Quiz 2
- Chap. 2, “Colonization and Conflicts”
- Document discussion: 2.3 (pg. 45)

***Sept. 4 is the LAST day to drop class without a “W” grade on your transcript***

Sept. 8: Conflict and Contention: The Pueblo Revolt, the Pequot War, and King Philip’s War
- Review Chap. 2
- Document discussion: 2.5 (pg. 54) and Document Project 2 (King Philip’s War)
- Due: Document Analysis 1 (Two Views: European Depictions of the Americas, pg. 25)

Sept. 10: Bacon’s Rebellion and Racialized Slavery: The Roles of Agriculture, Government, and Control
- Quiz 3
- Chap. 3, “Global Changes Reshape Colonial America” and review Chap. 2, pgs. 44-49
- Document discussion: 2.4 (pg. 47), 3.3 (pg. 79), 3.8 (pg. 93), 3.9 (pg. 94)

Sept. 15: Building an English Empire: Creating New Colonies and a Colonial Culture
- Quiz 4
- Chap. 4, “Religious Strife and Social Upheavals”
- Document discussion: 4.4 (pg. 115) and Document Project 4 (Awakening Religious Tensions)
- Due: Document Analysis 2 (Two Views: Indians and Jesuit Missionaries in New France, pg. 41)

Sept. 17: Seven Years’ War: A War for Empire
- Quiz 5
- Chap. 5, “Wars and Empires”
- Due: Document Analysis 3 (Two Views: Pennsylvania: The Promised Land?, pg. 82)

Sept. 22: Seven Years War, continued: Consequences, Imperial Reorganization, and Taxation
- Review Chap. 5, “Wars and Empires”
- Document discussion: 5.1 (pg. 135) and 5.4 (pg. 147)

Sept. 24: Turning to Independence
- Review Chap. 5
- Due: Document Analysis 4 (Two Views: The Devil’s Work, pg. 100)

Sept. 29: Exam One

***End of Section 1***
Oct. 1: Revolutionary War: Fighting and Funding
- Quiz 6
- Chap. 6, “Revolutions”
- Document discussion: 6.3 (pg. 168) and 6.4 (pg. 177)

Oct. 6: Trouble in Paradise: Political Struggles During and After the Revolution with the Articles of Confederation
- Document discussion: 6.7 (pg. 187) and 6.8 (pg. 188)
- Due: Document Analysis 5 (Two Views: Protesting the Stamp Act, pg. 144)

Oct. 8: The Constitutional Convention and the Federalists vs. Anti-Federalists
- Quiz 7
- Chap. 7, “Political Cultures”
- Document discussion: 7.3 (pg. 202) and 7.4 (pg. 207)
- Due: Document Analysis 6 (Two Views: Debating Independence, pg. 166)

- Review Chap. 7
- Document discussion: Document Project 7 (The Whiskey Rebellion)

Oct. 15: Politics and Culture in the Early Republic
- Quiz 8
- Chap. 8, “New Frontiers”
- Document discussion: 8.8 (pg. 251)
- Due: Document Analysis 7 (Two Views: Conflicts over Western Lands, pg. 196)

Oct. 20: Expanding the Federal Government’s Role: Jefferson’s Administrations
- Review Chap. 8

**Midterm grades due Oct. 23.** Your midterm grade will be based on quizzes 1-8 (with your two lowest scores dropped, for a total of 90 possible points), Exam 1 (100 possible points), two document analysis essays from section one (100 possible points), one document analysis essay from section two (50 possible points), attendance (50 possible points), and participation (75 possible points). Midterm grades, then, will be out of a possible 465 points.

Oct. 22: NO CLASS

Oct. 27: The War of 1812: Causes and Consequences
- Quiz 9
- Chap. 9, “Defending and Redefining the Nation”
- Document discussion: 9.1 (pg. 262)

Oct. 29: Politics and Sectionalism in the 1810s and 1820s
- Review Chap. 9
- Document discussion: 9.5 (pg. 285) and 9.6 (pg. 286)
- Due: Document Analysis 8 (Two Views: Industrial Beginnings in Massachusetts, pg. 244)

Nov. 3: Age of Jackson
- Review pages 272-289, Chap. 9
- Document discussion: 9.4 (pg. 280), 9.8 (pg. 289), and 9.9 (pg. 290)

Nov. 5: Exam 2

***End of Section 2***
Nov. 10: Indian Removal
- Quiz 10
- Chap. 10, “Slavery Expands South and West” and review pages 279-281 in Chap. 9
- Document discussion: Andrew Jackson’s Message to Congress “On Indian Removal” (1830) and Chief John Ross Protesting the Treaty of New Echota (1836) (handouts available on Blackboard)
- Due: Document Analysis 9 (Two Views: Protesting the Missouri Compromise, pg. 270)

Nov. 12: Remember the Alamo!: Conflicts over Manifest Destiny, Politics, and Slavery
- Review Chap. 10
- Document discussion: 10.1 (pg. 299), 10.5 (pg. 312), 10.9 (pg. 323)

Nov. 17: Cultural Tumult and Prejudice in the North: Immigration, Abolition, and Women
- Quiz 11
- Chap. 11, “Social and Cultural Ferment in the North”
- Document discussion: 11.3 (pg. 338) and 11.4 (pg. 343)
- Due: Document Analysis 10 (Two Views: Debating Slavery, pg. 304)

Nov. 19: Crises and Compromises in the 1850s
- Quiz 12
- Chap. 12, “Imperial Ambitions and Sectional Crises”
- Document discussion: 12.2 (pg. 369) and 12.5 (pg. 377)

Nov. 23 and 25: Thanksgiving Break, NO CLASSES

Dec. 1: A Society in Crisis: The Legal Expansion of Slavery and the Eve of War
- Review Chap. 12
- Document discussion: Document Project 12 (Visions of John Brown)
- Due: Document Analysis 11 (Two Views: Life in the Mills, pg. 335)

Dec. 3: The 1860 Election and the Beginnings of the Civil War
- Quiz 13
- Chapter 13, “Civil War” and review pages 379-382 in Chap. 12
- Document discussion: Alexander Stephens’s “Cornerstone Speech” and South Carolina’s Proclamation for Secession (handouts available on Blackboard)

Dec. 8: The Challenges of War
- Review Chapter 13
- Document discussion: 13.4 (pg. 406)
- Due: Document Analysis 12 (Two Views: Slavery in Literature, pg. 375)

Dec. 10: Restoration vs. Reconstruction: Defining the War’s Purpose
- Review Chapter 13, “Civil War”
- Document discussion: Document Project 13 (Civil War Letters)
- Due: Document Analysis 13 (Two Views: Debating Secession in Georgia, pg. 396)

Final Exam (Exam Three)
10:30 am, Tuesday, Dec. 15