

**History 111-01**  
American History to 1865  
SGC 122

**“History is that which is agreed upon by mutual consent.”**  
M.L. Stedman, *The Light Between Oceans*

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

Professor: Dr. A. Canfield  
Email: [aecanfield@lsc.edu](mailto:aecanfield@lsc.edu)  
Phone: 792-2362  
Office: Spalding 218

Student drop in/office hours:  
Mondays 12-1 pm  
Tuesday 9-10:15 am  
or by appointment

**Course Description**

This is a survey of American history from pre-contact and the colonial era through the Civil War. The class is designed to provide students with the framework to analyze the nation’s history and to learn how to interpret primary documents so they can better understand the complexity of the nation’s past. Students will examine the major political, social, and cultural trends that shaped the American colonies and the United States. By studying key events, themes, and people in U.S. history, students will develop critical reading, writing, and analytical skills. Students will think like historians to critically analyze evidence and use this to construct arguments to gain a better understanding of how the past influences our lives today.

**Textbook**

- *Exploring American Histories*, Vol. 1 (**first edition**), by Nancy A. Hewitt and Steven F. Lawson
  - ISBN-13: 978-0312410001 or ISBN-10: 031241000X

**General Education Learning Outcomes for Social and Behavioral Ways of Knowing**

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- 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.
- Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

**General Education Learning Outcomes for Diversity**

- Explain the effect of culture on individual and collective human behavior and perspectives.
- Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
- Differentiate key values, assumptions, and beliefs among diverse peoples.
- 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.
- Assess and utilize information about human diversity from a variety of sources.
- Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

**History Objectives**

- Gain an understanding of the history of the U.S., including major issues different groups have faced.
- Demonstrate a comprehension of both the different experiences and the commonalties people from a multitude of backgrounds faced.
- Be able to trace important events and themes in American history and to critically analyze decisions affecting such events.
- Analyze and interpret primary source material, and relate it to the larger historical context.

### Class structure

This course is a mixture of lecture and discussions. You need to have read the assigned chapters prior to class meetings. This will help you better understand lectures and participate more fully in discussions. 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 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. Let’s avoid this, and just read!

### Canvas component

We will utilize the Canvas component of this course in a few ways. All of your out-of-class assignments (quizzes, essays, and final research project assignments) will be submitted through Canvas, and everything is due by 11:59 pm on the date noted. On Canvas, you will also find the instructions for and an example of a document analysis essay, four additional primary documents for class discussions (the rest are all in the textbook), the course calendar, instructions and topic ideas for the final research project, and the syllabus. Additionally, I have placed all the “Two Views” documents for the document analysis essays (see below) on Canvas. I also use Canvas for announcements about the class, so make sure you update your settings to get email alerts when I post those. The grade book is on Canvas, but bear in mind some scores might be dropped (see below) so the running tally isn’t always accurate. Pay attention to the scores for individual assignments and not the total. Points for attendance and participation 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 ever a discrepancy in the grade book.

### Course requirements and assignments

**CHAPTER QUIZZES:** There will be a quiz on Canvas on every chapter of the book for Chapters 1-13 (this course does not cover Chapter 14). The quizzes are to ensure that you are completing your reading and that you have a firm grasp on important figures and events so that you can understand lectures and participate in discussions. These quizzes are multiple-choice, open-book, and worth ten points each. There are 13 quizzes total, and I will drop your three lowest scores. The quizzes must be completed in one sitting and are timed (45 minutes). The quizzes are open for two weeks prior to their due date. Please see the course schedule and be sure to check the due dates. Once a quiz is open you may submit it at any time before it is due, but it must be completed in one sitting (you can’t start it and walk away, then come back to it later). **I do not** allow make-ups or later work on these quizzes except in cases of documented and legitimate events that took you away from class for two weeks. See the Excused Absences section below. If you miss a quiz for any other reason, do not ask for an exception. These quizzes will make up 100 points of your final grade (10 quizzes @10 points each).

**IN-CLASS WRITING RESPONSES:** There will be seven unannounced in-class writing responses over the course of the semester, worth twenty points each. I will drop your two lowest scores. The goal with these short responses is to make sure students are connecting the important themes and thinking through larger issues and arguments. These responses will require you to reflect on that day’s assigned documents, readings, or topic. No make-ups for these in-class responses will be given except for in cases of documented emergencies or school-related absences. These responses are worth 100 points of your final grade (5 responses @20 points each).

**DOCUMENT ANALYSIS ESSAYS:** You are required to write four short essays for this course based on the “Two Views” **primary documents** that can be found in each chapter. You are not writing on every chapter. There are four groupings of chapters, and you will choose one chapter for each group. Group 1 is Chapters 1-4

and this first essay is due **Sept. 19**. Group 2 is Chapters 5-7 and this essay is due **Oct. 12**. Group 3 is Chapters 8-10 and this essay is due **Nov. 7**. Group 4 is Chapters 11-13 and this final essay is due **Nov. 30**. You can always submit early, too. Please see the overview and instructions on Canvas (in the module labeled “Primary Document Analysis Essays”). These papers need to be a minimum of two FULL pages (double-spaced, Times New Roman, 12-point font, one-inch margins), and they are worth 75 points each. They need to be completed in Word and submitted through Canvas (there are links found under “Assignments” and in the “Primary Document Analysis Essays” module). Each chapter provides one “Two Views” option for a total of thirteen possibilities. You only need to complete four of these papers for the entire course (one in each of the groups listed above). You CANNOT submit one essay in Group 1, and then three in Group 2, and then none for Groups 3 and 4. These papers are worth 300 points total (4 papers @ 75 points each). There is a rubric for how I will grade your essays on the assignment link page for each essay link. The documents are based on the **FIRST** edition of the book. If you have another edition, you can find the correct documents in the “Document Analysis Essays” module on Canvas, or within each module (each module corresponds to a chapter). You must write on the correct documents (titles, document numbers, and page numbers are noted on each assignment and in the course schedule).

**FINAL RESEARCH PROJECT:** This project is the major assignment for the course and is worth 250 points. You are going to write a 6-8-page paper, completing research outside of the textbook and lectures (using scholarly websites, articles, and/or books). You are going to spend a good amount of time working on this, so make sure it is a topic or project in which you are interested. There are a variety of project types that will be allowed for this assignment, and you can find your options on Canvas in the module labelled “Final Research Project.” Some are traditional research papers (with prompts to guide you), but most are creative ways to approach history and are designed to get you to delve more deeply into a topic or theme that interests you. All the options require outside research, and I am happy to meet with you to talk about your projects if you have questions, need help, or just want to bounce some ideas off of me. I recommend looking at that module early in the semester to get a good overview of this assignment (the topics, the goals, and the instructions).

To help you get started and keep you on track, I am requiring that you submit a **topic proposal** midway through the semester. In this, you need to identify which of the final research topics you are choosing (again, from the list I am providing) and how you think you are going to approach it. The goal with this is to make sure you are thinking about your topic early enough to really get going on your research. For this topic proposal, you need to do more than just restate which prompt you will be exploring; you need to be specific on how you are approaching it. For example, if you choose the prompt on the historical road trip, you need to identify your theme you are exploring in the trip, and at least a few of the locations or destinations. You cannot just say you are going to research the road trip option. I can provide you book or article suggestions once I know your topic area. This short topic proposal, due **October 24**, is worth 25 points. I have provided a sample topic proposal on Canvas in the Final Research Project module. Make sure you look at this topic proposal example before you submit this assignment!

Your **final research project** is due by **11:59 pm on Tuesday, Dec. 13** and is worth 250 points. To give you some additional time to research and write this final paper, there will be no class meetings during “dead week” (Week 15, Dec. 5 and 7). Use that time to work on your final research project. I will be in my office during normal class times that week and my office hours if you need help or have questions.

**PARTICIPATION:** Your grade for this will come partially from your in-class participation in discussions based on primary documents from the textbook and available on Canvas (as noted in the course schedule at the end of the syllabus) and partially from larger themes covered in the textbook and lectures. These discussions will help you understand how to better approach your document analysis essays and interpret sources, which will also benefit your final research project. We will also be doing small group work and large class activities based on some of the assigned primary documents and from daily topics. For these activities, I might assign you specific questions to consider and to discuss within small groups, or I might assign you a specific historical perspective to take in the larger discussion. Please read the assigned chapters in their entirety before class, and pay particular attention to the documents. Generally speaking, in each class period, we will discuss at least two documents. Be prepared to discuss the meaning of the documents, the bias/perspective of them, and their purpose. The annotated

questions for each document will help prepare you for discussions. You need to participate in these discussions to earn your participation points, which are worth 150 points total for the semester.

**ATTENDANCE:** Your attendance will count for 75 points of your final score. I give you four unexcused absences (equivalent to two weeks of classes); after that, I deduct three points from your final attendance score for each absence. If you have a documented excused absence (see below), let me know as soon as you can. If you come in late or leave early, your attendance does not count. Additionally, sleeping during class, reading the newspaper, scrolling on your phone, etc., are activities that suggest students are not truly “attending” class. If I see you participating in such activities, your attendance does not count. If for some reason you have to miss class, I recommend getting notes from another student, looking over that day’s scheduled topic, and finding out from another student if you missed any announcements in class (such as changed assignment due dates).

### **Miscellaneous class information**

**Attendance:** As noted above, attendance matters and will help you succeed in this class. However, we are still living in a challenging world right now, and I completely understand that we all need to be flexible. If you or someone in your household is sick or has tested positive for Covid, **DO NOT COME TO CLASS**. We can get you caught up and I will work with you to get class notes from another student. You will not lose any points for missing class if you are sick, but I will need some sort of documentation if your illness takes you away for more than two class periods in a row. If you have to miss class for more than two weeks, please communicate with me so I can work with you on deadlines. I may need to see documentation, because I will only extend due dates or excuse late points if there is a legitimate reason that you could not attend and hand in assignments.

**Excused absences:** These definitely still include medical and family issues. Just stay in communication with me if issues come up and I can be understanding since life is weird right now. Excused absences can include jury duty, school-related activities, documented emergencies, etc. If you have a documented excused absence, let me know as soon as you can so I can work with you.

**Student drop-in/office hours:** On Mondays from noon to 1 pm and Tuesdays from 9 to 10:15 am, I will be in my office (Spalding 218). These times are for students to come in and meet with me. If you have questions about assignments or course content, or just want to discuss history, class, college in general, or the wonder and beauty that is Elvis, this is a great time to stop in. If you would like to meet on Zoom, you will need to make an appointment with me. Just email me so we can set up a time, within or outside of my posted office hours.

**Late assignments:** Assignments are due on the day noted on the course schedule and in the Canvas calendar. Late work will be accepted for the document-analysis essays and for your research topic proposal, but not for quizzes your final research paper, or the annotated bibliography. Late assignments will lose five percent for each day late, including weekends. **Late work won’t receive any feedback.** Late assignments also have a one-week deadline, after which I will no longer accept them without documentation demonstrating why you could not get your assignments in on time. There are no make-ups on quizzes or in-class writings.

**Classroom Etiquette:** Basic rules of respect will be observed at all times in this course. Please arrive on time and turn off your phone during class. 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, 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.

**Diversity/inclusivity:** One of my goals for this class is to create and foster a learning environment that supports a diversity of thoughts, perspectives and experiences, and allows for feelings of inclusivity for all students’ identities (including race, gender, class, sexuality, religion, ability, etc.). If you have a name and/or set of pronouns that differ from those that appear on my class roster, please let me know. As we all work with each other, let’s be mindful that we are all constantly in a learning process, especially as it comes to diverse

perspectives and identities. If something was said in class by me or a classmate that made you feel uncomfortable, please talk to me about it. As we will be discussing sometimes sensitive and challenging material in class, we need to work together to create an atmosphere of trust and safety in this class. If this is not happening, please let me know so we can find solutions. If you need to miss class for any cultural or religious reasons (including holidays), please let me know so we can find a way to keep you caught up.

**Disability Accommodations:** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should contact Accessibility Services at 208-792-2677 or by visiting their office at LIB 161. Official documentation may be required in order to receive an accommodation and/or adaptation. I am happy to work with you so that you can be successful, and will find the best possible solution. Please communicate with me and the Accessibility Services office so we can do this.

**Email:** I highly recommend using the email feature in Canvas. If you use my LC email, make sure you use the correct email ([aecanfield@lsc.edu](mailto:aecanfield@lsc.edu)). I do not have an lmail.lsc.edu address. I am not responsible for emails sent to an incorrect address. 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 PST), so don't worry if you don't get a response from me to an email sent in the evening or on the weekend. If you are emailing me outside of the Canvas email system, please put HIST 111-01 in the subject line.

**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, multiple submissions, or 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.

**Course expectations:** In general, I expect college students to be self-directed and self-motivated learners. You need to successfully manage your time and keep on top of all assignments and due dates. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). I want you to be successful, and I am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me. Never be intimidated about the prospect of talking with your professors. We really are here to help.

**Incomplete policy:** I understand that unforeseen circumstances can arise in students' lives, making them unable to complete a course. You can request an Incomplete grade (I) in certain circumstances; however, you will only have one semester to make up the work before the I turns into an F grade. To receive an Incomplete, you need to discuss the issues and options with me, and then make a "formal" request (an email is fine). You need to have completed at least 80% of the work for the course. Please see me as soon as you can if you believe you will need an Incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well. My mantra over the last year has been all about flexibility and compassion. There is much out of control in everyone's lives and I am here to help you succeed in this class however I can. Just try to stay in communication with me if things change suddenly on you.

**Good dates to keep in mind:**

- September 3: Last day to add classes or drop without "W" grade on transcript
- September 5: Labor Day (campus closed)
- October 21: Midterm grades posted to WarriorWeb
- November 3: Last day to drop from classes or withdraw from college for the semester
- November 21-25: Fall/Thanksgiving Break (no classes)
- December 20: Final grades posted to WarriorWeb

**Technical Support:**

For help with Canvas:

- [Canvas help and community](#)
- [LC's e-Learning Service's website](#)

For help with LCMail and WarriorWeb:

- IT Helpdesk: 208-792-2231 (M-F, 8am-5pm PST) or [helpdesk@lcsc.edu](mailto:helpdesk@lcsc.edu)

<b>Grade scale:</b>
A 920-1000 points
A- 900-919
B+ 880-899
B 820-879
B- 800-819
C+ 780-799
C 720-779
C- 700-719
D+ 680-699
D 600-679
F 599 and below

<b>Points</b>
Chapter quizzes: 100 points
In-class writings: 100 points
Document analysis essays: 300 points
Topic proposal: 25 points
Final research project: 250 points
Attendance: 75 points
Participation: 150 points
Total points: 1000

Over the course of the semester, you need to take at least ten quizzes (there are 13 possibilities, and I take your top 10 scores), submit at least five in-class writing assignments (there will be 7 possibilities for these, and I take your top 5 scores), and complete four document analysis essays. There are 13 options/possibilities for these (one for each chapter of the book), but I want you to spread those out over the semester, so I have divided them into four chapter groupings (see below). You also have two assignments related to the final research project: a topic proposal and the research paper itself.

- **Quizzes** are due before each chapter is discussed in class (see specific dates below).
- **In-class writings** will be spread throughout the semester on unannounced days.
- **Essays** are due on the following dates:
  - Sept. 19 (Group 1: Chapters 1-4)
  - Oct. 12 (Group 2: Chapters 5-7)
  - Nov. 7 (Group 3: Chapters 8-10)
  - Nov. 30 (Group 4: Chapters 11-13)
- **Final research topic proposal** is due Oct. 24.
- **Final research project** is due Dec. 13.

### Course Schedule:

**Aug. 22:** Introduction, overview, and syllabus

**Aug. 24:** Pre-Contact America: Geography, the Environment, and Culture

- Chap. 1, “Mapping Global Frontiers to 1585”
- Document discussion: 1.2 (pg. 15)

**Aug. 29:** Two Worlds Collide: Early European Exploration and the Columbian Exchange

- Review Chap. 1
- Document discussion: 1.3 (pg. 21) and 1.9 (pg. 31)
- **DUE:** Quiz 1

**Aug. 31:** The Different Paths of European Settlement

- Chap. 2, “Colonization and Conflicts”
- Document discussion: 2.3 (pg. 45)
- **DUE:** Quiz 2

**\*\*\*September 3 is the LAST day to drop class without a “W” grade on your transcript\*\*\***

**Sept. 5: LABOR DAY, NO CLASS**

**Sept. 7:** Conflict and Contention: The Pueblo Revolt, the Pequot War, and King Philip’s War

- Review Chap. 2
- Document discussion: 2.5 (pg. 54) and 2.6 (pg. 56)

**Sept. 12:** Bacon’s Rebellion and Racialized Slavery: The Roles of Agriculture, Government, and Control

- 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)
- **DUE:** Quiz 3

- Sept. 14:** Building an English Empire: Creating New Colonies and a Colonial Culture
- Chap. 4, “Religious Strife and Social Upheavals”
  - Document discussion: 4.4 (pg. 115) and 4.10 (pg. 127)
  - **DUE:** Quiz 4
- Sept. 19:** Seven Years’ War: A War for Empire
- Chap. 5, “Wars and Empires”
  - Document discussion: 5.1 (pg. 135)
  - **DUE:** Quiz 5
  - **DUE:** Document analysis essay for Group 1 (Chapters 1-4). Choose ONE of the following:
    - Chapter 1 (“Two Views: European Depictions of the Americas,” pg. 25)
    - Chapter 2 (“Two Views: Indians and Jesuit Missionaries in New France,” pg. 41)
    - Chapter 3 (“Two Views: Pennsylvania: The Promised Land?,” pg. 82)
    - Chapter 4 (“Two Views: The Devil’s Work,” pg. 100)
- Sept. 21:** Seven Years War, continued: Consequences, Imperial Reorganization, and Taxation
- Review Chap. 5, “Wars and Empires”
  - Document discussion: 5.4 (pg. 147) and 5.5 (pg. 150)
- Sept. 26:** Turning to Independence
- Review Chap. 5
  - Document discussion: 5.7 (pg. 154), 5.8 (pg. 156) and 5.9 (pg. 157)
- Sept. 28:** Revolutionary War: Fighting and Funding
- Chap. 6, “Revolutions”
  - Document discussion: 6.3 (pg. 168) and 6.4 (pg. 177)
  - **DUE:** Quiz 6
- Oct. 3:** Trouble in Paradise: Political and Economic Struggles During and After the Revolution
- Document discussion: 6.7 (pg. 187) and 6.8 (pg. 188)
- Oct. 5:** The Constitutional Convention and the Federalists vs. Anti-Federalists
- Chap. 7, “Political Cultures”
  - Document discussion: 7.3 (pg. 202) and 7.4 (pg. 207)
  - **DUE:** Quiz 7
- Oct. 10:** The Washington and Adams Presidencies: Uniting and Dividing a Fragile Nation
- Review Chap. 7
  - Document discussion: Document Project 7 (The Whiskey Rebellion)
- Oct. 12:** Politics and Culture in the Early Republic
- Chap. 8, “New Frontiers”
  - Document discussion: 8.2 (pg. 237) and 8.8 (pg. 251)
  - **DUE:** Quiz 8
  - **DUE:** Document analysis essay for Group 2 (Chapters 5-7). Choose ONE of the following:
    - Chapter 5 (“Two Views: Protesting the Stamp Act,” pg. 144)
    - Chapter 6 (“Two Views: Debating Independence,” pg. 166)
    - Chapter 7 (“Two Views: Conflicts over Western Lands,” pg. 196)
- Oct. 17:** Expanding the Federal Government’s Role: Jefferson’s Administrations
- Review Chap. 8
  - Final research project discussion

- Oct. 19:** The War of 1812: Causes and Consequences
- Chap. 9, “Defending and Redefining the Nation”
  - Document discussion: 9.1 (pg. 262)
  - **DUE:** Quiz 9

**\*\*Midterm grades due October 21.** Your midterm grade will be based on quizzes 1-9 (with your two lowest scores dropped, for a total of 70 possible points), document analysis essays from Groups 1 and 2 (150 possible points), in-class writing assignments 1-4 (with your lowest score dropped, for a total of 60 points), attendance (35 possible points), and participation (75 possible points). Midterm grades, then, will be out of a possible 390 points.

- Oct. 24:** Politics and Sectionalism in the 1810s and 1820s
- Review Chap. 9
  - Document discussion: 9.5 (pg. 285) and 9.6 (pg. 286)
  - **DUE:** Topic proposal

- Oct. 26:** Age of Jackson
- Review pages 272-289, Chap. 9
  - Document discussion: 9.4 (pg. 280), 9.8 (pg. 289), and 9.9 (pg. 290)

- Oct. 31:** Indian Removal
- 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 CANVAS**)
  - **DUE:** Quiz 10

- Nov. 2:** 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)

**\*\*\*November 3—Last day to withdraw from classes or college for the semester\*\*\***

- Nov. 7:** Cultural Tumult and Prejudice in the North: Immigration, Abolition, and Women
- Chap. 11, “Social and Cultural Ferment in the North”
  - Document discussion: 11.3 (pg. 338) and 11.4 (pg. 343)
  - **DUE:** Quiz 11
  - **DUE:** Document analysis essay for Group 3 (Chapters 8-10). Choose ONE of the following:
    - Chapter 8 (“Two Views: Industrial Beginnings in Massachusetts,” pg. 244)
    - Chapter 9 (“Two Views: Protesting the Missouri Compromise,” pg. 270)
    - Chapter 10 (“Two Views: Debating Slavery,” pg. 304)

- Nov. 9:** Crises and Compromises in the 1850s: War on the Horizon
- Chap. 12, “Imperial Ambitions and Sectional Crises”
  - Document discussion: 12.2 (pg. 369) and 12. 5 (pg. 377)
  - **DUE:** Quiz 12

- Nov. 14:** 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)

- Nov. 16:** The 1860 Election and the Beginnings of the Civil War
- 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 CANVAS**)
  - **DUE:** Quiz 13

**November 21 and 22: Thanksgiving Break, NO CLASSES**

- Nov. 28:** The Challenges of War
- Review Chapter 13
  - Document discussion: 13.4 (pg. 406) and 13.5 (pg. 414)
- Nov. 30:** Restoration vs. Reconstruction: Defining the War’s Purpose
- Review Chapter 13, “Civil War”
  - Document discussion: Document Project 13 (Civil War Letters)
  - **DUE:** Document analysis essay for Group 4 (Chapters 11-13). Choose ONE of the following:
    - Chapter 11 (“Two Views: Life in the Mills,” pg. 335)
    - Chapter 12 (“Two Views: Slavery in Literature,” pg. 375)
    - Chapter 13 (“Two Views: Debating Secession in Georgia,” pg. 396)

**Dec. 5 and 7:** No class meetings, but I will be in my office during class times (and student office hours) if you need assistance with your final research project. You should use this week to finish your research and work on the project. Please reach out to me if you need help!

**Final Project paper due  
Tuesday, December 13 (by 11:59 pm)**