San José State University

Fall 2019
College of Social Sciences/History Department
History 20A/History of the American People/Sec. 1/46598

Course and Contact Information

Instructor: Dr. Mary Lynn Wilson

Office Location: Dudley Moorhead Hall 237B

Telephone: 408-924-5509

Email: mary.wilson@sjsu.edu

Office Hours: Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00

Class Days/Time: Tuesdays and Thursdays 12:00-1:15

Classroom: Dudley Moorhead Hall 354

GE/SJSU Studies Category: US1

Classes This Semester:

- History 20A–TTh 12:00-1:15–DMH 354
- History 10A–TTh 10:30-11:45–DMH 354
- History 100W–MW 12:00-1:15–DMH 354
- History 1B–MW 10:30-11:45–DMH 354

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, and other course materials can be accessed on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

American history survey of continuity and change in society, culture, institutions and environment. Emergence of modern society and world power status.
Course Goals (CG)

Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

CG 1: provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations.

CG 2: focus on the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

GE Learning Outcomes (GELO)

GELO 1: (US1) To fulfill the requirements for U.S. History, students should be able to describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including: a. the continent’s earliest expansion, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and b. within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic
minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1: understand United States history until 1865 in a global context.

CLO 2: work effectively in groups to complete oral and written projects

CLO 3: organize, develop, and complete all parts of an essay including thesis statement, outline, drafts, and final paper using primary and secondary sources.

CLO 4: read and interpret primary sources.

Required Texts/Readings

Textbook


All books can be purchased at the SJSU Bookstore or on line at Amazon or Barnes & Noble.

Other Readings

All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good dictionary and thesaurus that you can use at home and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible on line.
Other technology requirements / equipment / material

To receive full credit for the peer revision/editing assignments, you must bring multiple copies of your work to class. Please set aside at least $10 for photo copying your assignments. Each peer-revision/editing assignment notes how many copies of your assignment you should bring to class. If you do not bring the noted number of copies to class, you will be docked half the points available for the assignment.

Library Liaison

Our Library Contact is Nyle Monday, Phone (408)808-2041, email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Exams:
The two exams consist of essay questions and map identification. The essay questions are based on the readings in *American Horizons* and the lectures in the class.

Each student is allowed both sides of a hand-written, 8 ½ x 11 inch piece of paper to use as notes for each exam. These notes must be submitted with the exam. The notes must be hand-written original and not typed or copied. Points will be deducted for typed or copied notes. Study questions will be available on Canvas two weeks before the exam. No bathroom breaks will be allowed during the exam. Please go before you arrive for class. No one is allowed any books, papers, backpacks, electronic equipment or ear phones/buds during the test. You will not receive your exam back. You may view your grade on Canvas, and you can visit and look at your test during my office hours.

Grading: The essay exam questions will be graded on your ability to analyze and synthesize information from the lectures and textbook. The exams will be graded on the following criteria. An ‘A’ answer will not only give factual information but also be able to discuss the implications of the facts presented. A ‘B’ answer will be able to express all the facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A ‘C’ answer will explain the majority of the facts but will leave out one or two ideas. A ‘D’ answer will explain a few of the facts but leave out key, important ideas. A ‘F’ answer will miss the point of the question or only have minimal understanding of the facts involved.

Fulfills Goals/Outcomes: CG1, CG2, GELO 1, CLO 1.

Primary Source Group Projects:
This is a group project. The class will be divided into 5 groups with approximately 5 students in each group. This is a written and oral project. For the first half of the course, each group will choose a chapter in *Major Problems in the Era of the American Revolution*. For the second half of the course, each group will choose a chapter in *Major Problems in African American History, vol. 1*. Each group will choose 2 sources from the appropriate chapter in the primary source books. The sources selected should be the best ones from the chapter to represent the time period covered in the chapter.

Format:
Written Paper: This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The students should
explain why they chose the sources they did. How do these sources epitomize this time period presented? Why did they choose these sources and not the others in the chapter.

Oral Presentation: The students will have 10 minutes to orally present their findings to the class. They should stand at the front of the room and present their findings. All students in the group should speak.

Critique: After the group’s presentation, the group that spoke before them will critique the group’s choice of sources and answers orally to the class. In other words, 16 will critique 15, 17 will do 16, 18 will do 17, 19 will do 18, and 15 will do 19. The group will have 5 minutes of class time.

Content:
Written Paper: The students should clearly explain why they chose the sources they did.
Oral Presentation: The group should summarize the sources for the class and then present why they chose the sources and they did. Why did they choose these sources and not the others in the chapter.
Critique: The critiquing group will present why they agree or disagree with the sources chosen and add interpretation to the chosen sources if needed. Why did the group choose these sources and not the others in the chapter.

Graded: The oral, critique, and written portions of the project are graded on the completeness of the answers and on the group’s understanding of the primary sources. The answers should show critical thinking skills and a deep understanding of the time period and the chosen sources. The written portion will also be graded on grammar, clarity, and the ability to write in university-level English. After the assignment has been submitted to the instructor, the group should decide how the points should be distributed among group members. If everyone contributes equally, the group should decide on an equal distribution. If some students contribute more and others contribute less, then the distribution should reflect this. All group members should sign the point distribution sheet. Any intra-group arguments will be decided by the instructor after listening to all sides.

Fulfills Goals/Outcomes: CG 1, CG 2, GELO 1, CLO 2, CLO 4.

Quizzes: Pop quizzes will be given randomly by the instructor at any time during a class period. The quizzes will be short answer and reflect assigned reading and lectures. The student must be present to take a quiz. Make-up quizzes will not be given unless the student has a doctor’s note, a letter from a SJSU coach specifying an away game on the day of the quiz, a letter from an ROTC officer specifying military duty the day of the quiz, or proof of jury duty.

Fulfills Goals/Outcomes: GELO 1, CLO 1.

Paper:
Each student will write a 5-7 page paper. This paper is worth 100 points. In addition to the final paper, this assignment includes a thesis statement worth 25 points and an outline worth 75 points. All written assignments are due within the first 15 minutes of class. After 12:15 pm on the due date, the paper assignment will be considered late.

This paper must have an arguable thesis presented in the last sentence of the first paragraph of the paper. The paper should use at least one secondary source essay in either Major Problems in the Era of the American Revolution or Major Problems in African-American History Volume 1. The paper should also use at least 3 primary sources in either Major Problems in the Era of the American Revolution or Major Problems in African-American History Volume 1.

Thesis Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper.
Content: Write in sentence form the tentative topic for your Research paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This should be at least half a page in length.

Purpose: The purpose of this assignment is to check that you are planning an analytical paper and help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis statement and summary and university-level English.

Fulfills Goals/Outcomes: GELO 2 & CLO 3.

Outline
Format: This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately three to four pages long.

Content: Write the extensive outline of your Paper. You should include your thesis statement at the beginning. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. This is not a draft. You should use bullet points and not full paragraphs. You should have proofread this material at least once before you submit it. While this paper does not need footnotes, it should have some indication of what you are citing. This is an outline, so do not write in paragraphs. Use bullet points.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: GELO 2 & CLO 3.

Paper
Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The paper will be at least 5 pages of text long. The paper should be thesis driven based on the primary and secondary sources in either Major Problems in the Era of the American Revolution or Major Problems in African-American History Volume 1. The introduction should be no longer than one-half page. Each body paragraph should have a topic sentence with evidence to support the topic sentence and analysis by the student interpreting the evidence.

Content: This is the final of your paper.

Purpose: This assignment shows that the student can interpret and analyze primary and secondary sources that have alternative interpretations of historical events. This assignment also shows that the student can write at the university level.

Grading: This paper will be graded on the criteria posted on our course’s Canvas website under standards for research paper.

Fulfills Goals and Standards: CG 1, CG 2, GELO 1, GELO 2, CLO 1, CLO 3, CLO 4.

The Papers will be graded on the following criteria:

Qualities of an “A” Paper

Content and Organization

- Fulfills all requirements of the assignment
- Has an arguable and unique thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Displays original thought
• Has a recognizable subject
• Is clearly organized
• Contains unified paragraphs that support recognizable topic sentences
• Has an effective introduction and conclusion if appropriate
• Contains effective transitions
• Uses the appropriate format for the document

Clarity and Correctness
• Uses sentences that are easy to understand on a first reading
• Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
• Has no serious errors of diction, syntax, grammar, punctuation, or spelling
• Shows evidence of careful proofreading and editing

Qualities of a “B” Paper
Content and Organization
• Fulfills all requirements of the assignment
• Has an arguable thesis
• Presents accurate information with generalizations supported by facts, examples, or analysis
• Argues logically
• Has a recognizable subject
• Is clearly organized
• Contains unified paragraphs that support recognizable topic sentences
• Has an introduction and conclusion if appropriate
• Contains transitions
• Uses the appropriate format for the document

Clarity and Correctness
• Uses sentences that are easy to understand on a first reading
• Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
• Has no more than one serious error of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
• Shows evidence of careful proofreading and editing
• Does not repeat an error marked on a previous paper

Qualities of a “C” Paper
Content and Organization
• Fulfills the main requirements of the assignment
• Has a thesis that is obvious
• Presents supports generalizations supported with some detail
• Argues logically
• Has a recognizable subject
• Is clearly organized
• Contains unified paragraphs that support recognizable topic sentences
• Has an introduction and conclusion if appropriate
• Uses the appropriate format for the document
Clarity and Correctness
- Uses sentences that are understandable
- Shows a variety in sentence construction
- Has no more than two serious errors of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows an understanding of the conventions of written English
- Does not repeat an error marked on a previous paper

Qualities of a “D” or “F” Paper
- Uses an approach that indicates inadequate understanding of the assignment
- Does not have a thesis
- Presents information that may be inaccurate, irrelevant, or incomplete
- Has inadequate support for generalizations
- Contains logical flaws or plagiarized ideas or words
- Has an ambiguous or vague subject
- Is not clearly organized
- Contains paragraphs without easily understood topic sentences
- Contains sentences that are not understandable or are not really sentences
- Has more than two serious errors of diction, syntax, grammar, punctuation, or spelling
- Repeats errors marked on a previous paper
- Does not use the appropriate format for the document

Serious Errors of Diction, Syntax, Grammar, Punctuation, or Spelling include but are not limited to:
- Misspelling a word
- Using the wrong word
- Misusing commas, semi-colons, colons, and apostrophes
- Not having complete sentences
- Not having subject-verb agreement
- Not having pronouns agree with the nouns they represent in number and gender

Possible Extra Credit: Students may earn up to 20 points extra credit. They can earn 5 points for each of the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Peer-Reviewed Articles, and Assignment Calculator. The student needs to submit to the instructor tutorial scores or proof of completion of tutorial a week after the midterm.

Study Requirement: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation
Our Final is on our assigned final day in our room. The final will consist of essay questions and map identification. The essay questions are based on the readings in American Horizons and the lectures in the class.
Each student is allowed both sides of a hand-written, 8 ½ x 11 inch piece of paper to use as notes for the exam. These notes must be submitted with the exam. The notes must be hand-written original and not typed or copied. Study questions will be available on Canvas two weeks before the exam. No bathroom breaks will be allowed during the exam. Please go before you arrive for class. No one is allowed any books, papers, backpacks, electronic equipment or ear phones/buds during the test. You will not receive your exam back. You may view your grade on Canvas, and you can visit and look at your test during my office hours.

Grading: The essay exam questions will be graded on your ability to analyze and synthesize information from the lectures and textbook. The exam will be graded on the following criteria. An ‘A’ answer will not only give factual information but also be able to discuss the implications of the facts presented. A ‘B’ answer will be able to express all the facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A ‘C’ answer will explain the majority of the facts but will leave out one or two ideas. A ‘D’ answer will explain a few of the facts but leave out key, important ideas. A ‘F’ answer will miss the point of the question or only have minimal understanding of the facts involved.

**Grading Information**

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<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Points</th>
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<tr>
<td>Quizzes</td>
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<td>200</td>
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<tr>
<td>Midterm</td>
<td>22.5%</td>
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<tr>
<td>Final</td>
<td>22.5%</td>
<td>225</td>
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<tr>
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<td>25</td>
</tr>
<tr>
<td>Oral</td>
<td>2.5%</td>
<td>25</td>
</tr>
<tr>
<td>Critique</td>
<td>2.5%</td>
<td>25</td>
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<tr>
<td>Group Primary Source 2</td>
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<tr>
<td>Written</td>
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<tr>
<td>Oral</td>
<td>2.5%</td>
<td>25</td>
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<tr>
<td>Critique</td>
<td>2.5%</td>
<td>25</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Thesis</td>
<td>2.5%</td>
<td>25</td>
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<tr>
<td>Extensive Outline</td>
<td>7.5%</td>
<td>75</td>
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<tr>
<td>Paper</td>
<td>10%</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading Policy**

This course must be passed with a C or better as a CSU graduation requirement.

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
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<td>980-921</td>
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<tr>
<td>A-</td>
<td>920-901</td>
</tr>
<tr>
<td>B+</td>
<td>900-881</td>
</tr>
<tr>
<td>B</td>
<td>880-821</td>
</tr>
<tr>
<td>B-</td>
<td>820-801</td>
</tr>
<tr>
<td>C+</td>
<td>800-781</td>
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<tr>
<td>C</td>
<td>780-721</td>
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<td>C-</td>
<td>720-701</td>
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<tr>
<td>D+</td>
<td>700-681</td>
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<tr>
<td>D</td>
<td>680-621</td>
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</tbody>
</table>
D-  =  620-601 points
F   =  600 and below

Submission of Papers: All final drafts must be submitted in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and electronic copy will result in a zero for the paper.

Late or Make-Up Assignments: Assignments should be submitted in class in person. Assignments are due when class starts. Any assignments submitted later than fifteen minutes after class starts will be considered late. Writing assignments may be submitted late for a reduction of 15% of the grade for every 24 hours. After seven days from the original due date, the paper will not be accepted. If, for some reason, you cannot attend class, you may email the assignment to a fellow classmate to print and submit in class for you.

Email: Assignments that are emailed to the professor will not be read. Students must submit assignments in a hard-copy form during class.

Grades on Assignments: Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades, I will make every attempt to get your papers back to you within two to three weeks. If the grading will take any longer than that, I will let you know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Classroom Protocol

1. Academic Success: The following are hints to help you succeed at the university level.
   1. Attend Every Class – Making school your priority will help insure your success. Every time that you miss class you not only miss important information, but also you waste your money.

2. Learn from Your Mistakes and the Mistakes of Others – If your papers are being marked with the same continual mistake, take the initiative and find out what you are doing wrong and how to fix it. Your instructor is always happy to help students who want to learn and improve. On days when the class has student presentations, pay attention and learn from other students’ strong points and mistakes. This way you will know what works and what doesn’t work in different communication environments.

3. Be Courteous to Other Students During Their Presentations – You want people to listen when you speak. You need to listen when others speak. Do not read the newspaper, our textbook, other textbooks, or anything at all during presentation. Do not play with your phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?

4. Come to Class Prepared – Do the reading assignments listed in the syllabus for the day they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read and then hear the same basic information. Do yourself a favor and do the assigned reading.
5. **Submit Your Assignments on Time** – A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work you submit late or not at all, the more likely you will not pass the class.

6. **Don’t Suffer Silently** – If you are having problems with an assignment, a reading assignment, a presentation, or another student, discuss this with the instructor. Don’t wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

7. **Be in the Moment** – Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed and checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

8. **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

### History 20A / History of the American People, Fall 2019, Course Schedule

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and on Canvas announcements of any changes.

#### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thurs Aug 22</td>
<td>Lecture: Introduce class</td>
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<tr>
<td></td>
<td></td>
<td>The World before Western Exploration and why Europeans began to Explore and Colonize</td>
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<tr>
<td></td>
<td></td>
<td>Reading: <em>American Horizons</em>, Chapter 1</td>
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<tr>
<td>2</td>
<td>Tues Aug 27</td>
<td>Lecture: Why Europeans began to Explore and Colonize/The Colonies in North America</td>
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<td></td>
<td>Thurs Aug 29</td>
<td>Reading: <em>American Horizons</em>, Chapter 2</td>
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<td></td>
<td></td>
<td>African-American History, Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>American Revolution, Chapter 2</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<tr>
<td>3</td>
<td>Tues Sept 3</td>
<td>Lecture: The Colonies in North America&lt;br&gt;Reading: <em>American Horizons</em>, Chapter 3&lt;br&gt;African-American History, Chapter 3&lt;br&gt;American Revolution, Chapter 3</td>
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<tr>
<td></td>
<td>Thurs Sept 5</td>
<td></td>
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<tr>
<td>4</td>
<td>Tues Sept 10</td>
<td>Lecture: Emerging Problems with Great Britain/The French Indian War and Other Problems&lt;br&gt;Reading: <em>American Horizons</em>, Chapter 4&lt;br&gt;African-American History, Chapter 4&lt;br&gt;American Revolution, Chapter 4 and 5</td>
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<td>Thurs Sept 12</td>
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<td></td>
<td>Thurs Sept 29</td>
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<td>6</td>
<td>Tues Sept 24</td>
<td>Lecture: The Revolution&lt;br&gt;Reading: <em>American Horizons</em>, Chapter 6&lt;br&gt;American Revolution, Chapters 8 and 9</td>
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<td>Thurs Sept 26</td>
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<tr>
<td>7</td>
<td>Tues Oct 1</td>
<td><strong>Group Project 1 Due–Oral Presentations and Group Paper on Tuesday, October 1</strong>&lt;br&gt;Reading: <em>American Horizons</em>, Chapter 7&lt;br&gt;American Revolution, Chapter 10</td>
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<td></td>
<td>Thurs Oct 3</td>
<td><strong>Exam: Exam 1 on Thursday, October 3</strong></td>
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<tr>
<td>8</td>
<td>Tues Oct 8</td>
<td>Lecture: The Post Revolution World/The Constitution and Problems&lt;br&gt;Reading: <em>American Horizons</em>, Chapter 8&lt;br&gt;American Revolution, Chapter 11</td>
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<tr>
<td></td>
<td>Thurs Oct 10</td>
<td><strong>Thesis for Paper Due October 10</strong></td>
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<tr>
<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
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</tbody>
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| 9    | Tues Oct 15| Lecture: The Constitution and Problems/Jacksonian America  
Reading: *American Horizons*, Chapter 9  
American Revolution, Chapter 12 |
|      | Thurs Oct 17|                                                                                                       |
| 10   | Tues Oct 22| Lecture: Jacksonian America/Slavery  
Reading: *American Horizons*, Chapter 10  
African-American History, Chapter 6 |
|      | Thurs Oct 24|                                                                                                       |
| 11   | Tues Oct 29| Lecture: Slavery/The West  
Reading: *American Horizons*, Chapter 11 |
|      | Thurs Oct 31|                                                                                                       |
| 12   | Tues Nov 5 | Lecture: The West/The Differences between the North and South  
Reading: *American Horizons*, Chapter 12  
African-American History, Chapter 7 |
|      | Thurs Nov 7|                                                                                                       |
| 13   | Tues Nov 12| Lecture: The Unreconcilable Problems  
Reading: *American Horizons*, Chapter 13  
African-American History, Chapter 8 |
|      | Thurs Nov 14|                                                                                                       |
|      |             | **Outline for Paper Due November 14**                                                                 |
| 14   | Tues Nov 19 | Lecture: The Civil War  
Reading: *American Horizons*, Chapter 14  
African-American History, Chapter 9 |
|      | Thurs Nov 21| Lecture: The Civil War/Attempting to Put the Union Back Together |
| 15   | Tues Nov 26 | Lecture: Attempting to Put the Union Back Together/Reconstruction  
Reading: *American Horizons*, Chapter 15  
African-American History, Chapter 10 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Thurs Nov 28</td>
<td>No Class—Thanksgiving Holiday</td>
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<td>16</td>
<td>Tues Dec 3</td>
<td>Lecture: Reconstruction</td>
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<td>Thurs Dec 5</td>
<td>Group Project 2 Due–Oral Presentations and Group Paper–Due Dec 5</td>
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<td>Paper Due: Dec 5 – any paper submitted in person after 12:15 will be late.</td>
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<td>Final Exam</td>
<td>Tues Dec 17</td>
<td>Tuesday, December 17</td>
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<td>9:45-12:00</td>
<td>Final is in our classroom and begins at 9:45 am.</td>
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<td><strong>Final will be Exam 2</strong></td>
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