

HIS 211-03 History of the United States to 1865

T/TH 11:00-12:15 in MHRA 1209

Professor: Dr. Mandy L. Cooper

mlcoope2@uncg.edu

Office Hours: Tuesdays & Thursdays, 9:30-10:30 in MHRA 2145, Wednesdays, 11-12 via Zoom & by appointment

UNCG is located on the traditional lands of the Keyaunwee and Saura. Let us venture to honor them with our work together.

Course Description:

This class is a general survey of the major themes in U.S. history from the nation's pre-colonial origins to Reconstruction. Students will examine the key moments in making the United States, including contact, colonialism, the American Revolution, the early Republic, the Antebellum era, westward expansion, and the Civil War. The concepts of liberty and freedom, concepts which have become central to the way in which Americans define themselves yet are surrounded by contradictions, will act as unifying themes in this course.

While delving deeper into these key moments and events, students will also become acquainted with the "ordinary" men and women of diverse backgrounds who helped form the nation. This course will both tell history from the vantage point of recognizable figures and move beyond the "great man/woman" perspective into persons and groups such as women, Native Americans, African Americans, and immigrants.

Gender will act as a central thread for the people, places, ideas, and events we will explore. Students will discuss gender broadly in terms of its intersections with class, race, citizenship, labor, and identity. By putting gender at the center of historical investigation in this class, students will see how various historians have used (or at times ignored) gender as a category of historical analysis. This provides students with an opportunity to become acquainted with the historiography of early U.S. history and allow them to compare and contrast various scholars' interpretations of the past. In this course, students will explore gender in regards to the exchange of cultures among Europeans, Native Americans and African slaves; work, leisure, sex, and trade; the ideological and social implications of the American Revolution and the broader "age of revolutions"; the changing dynamics of class, work, citizenship, and race in the New Republic and antebellum periods; the rise of slavery; the beginnings of reform movements; the importance of and expansion into the West; and debates over secession and the Civil War.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning

how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling. Students should leave this class with a better and deeper understanding of American history and why the past remains relevant today.

Student Learning Outcomes (SLOs) for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a general knowledge of the history of the United States from pre-European contact until 1865
- Gain a better understanding of the United States' political, legal, economic, and social agenda until the end of the Civil War

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

Minerva Academic Curriculum SLOs:

Diversity & Equity Through the Humanities and Fine Arts

- Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
- Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
- Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.
- *Note: In this course, student learning related to this MAC SLO will be assessed through class discussion, first and final exam essays, and a primary source analysis paper.

CIC College Writing (Analytical Essay)

- Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
- Create and revise written texts for particular audiences, purposes, and contexts.
- Through oral or written reflection demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.

Course Texts:

- Harry L. Watson, *Building the American Republic, Volume 1: A Narrative History to 1877*. Chicago: University of Chicago Press, 2018.
 - NOTE: Download as a free ebook at buildingtheamericanrepublic.org.
 - Marked as BAR on the syllabus.
- Other secondary readings will consist of book chapter and articles. Book chapters will be posted on Canvas, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.
- Primary sources are hyperlinked on the syllabus.

Class Structure:

Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I may stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. While you are not always required read your textbook, I have included page numbers to give you an idea of what we will go over in class. Please note that I will be covering other topics and using my own methods to organize lectures, and the textbook may be useful at times. If you miss a lecture, the textbook will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise. All primary sources are hyperlinked on the syllabus unless otherwise noted.

Podcast Analysis:

The first assignment will be a podcast analysis. Students will be provided with several podcast episodes to choose from and will write a 2-3 page analysis of one episode from the provided list.

Response Paper:

Students will write a response paper (800 words) to the readings for a particular class session of the student's choice. Students will sign up for these response papers on the second day of class. The response paper is due at the beginning of class on the day students sign up for.

Analytical Essay:

The final assignment will be an analytical essay of between 1200-1500 words (roughly 4-5 pages) that incorporates both primary and secondary sources from this course. Students will turn in a rough draft, receive feedback, and revise and resubmit their analytical essay.

Exams:

There will be two exams. Students will be provided with essay topics in advance.

Grading Breakdown:

Participation: 10%
Podcast Analysis: 15%
Response Paper: 15%
Analytical Essay: 25%
First Exam: 15%
Final Exam: 20%

Grading Scale:

Letter Grade	% points accumulated
A+	98-100
A	93-97
A-	90.0-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

Attendance Policy:

You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. Given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean you will miss class, you should speak to me personally. (*Note: We will be taking attendance).

Late Work:

All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be

enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

COVID-19 Policies

As we return for Spring 2023, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the [COVID-19](#) website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the

classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. (speakingcenter.uncg.edu)

Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates:

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule:

- Tuesday, Jan. 10 Introduction
-Class Introductions
-Syllabus, Class Expectations
-Introduction to Early America
-Introduction to Primary Sources
-Handouts on Canvas
- Thursday, Jan. 12 Native American Culture and Life
Suggested Reading: Michael Oberg, *The Head in Edward Nugent's Hand: Roanoke's Forgotten Indians*, "Ossomocomuck," Chapter 1
Required Reading: BAR, 1-9, Handouts on Canvas
Primary Sources:
-[Sketch of an Algonquin village, 1585](#)
-[Native American Creation Stories](#)
- Friday, Jan. 13 Last day to add/drop course for tuition & fees refund**
- Tuesday, Jan. 17 Clashing Cultures: European Exploration and Contact in North America
Suggested Reading: Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*, Introduction
Suggested Reading: BAR, 9-33
Primary Sources
-[Bartolomé de las Casas describes the exploitation of indigenous people, 1542](#)
-[Thomas Morton Reflects on Indians in New England, 1637](#)
-[A Gaspesian Indian defends his way of life, 1641](#)
-[Cliff Palace photograph](#)
- Thursday, Jan 19 Tobacco, Indentured Servitude, and Slavery in the Chesapeake
Suggested Reading: Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, "'Good Wives' and 'Nasty Wenches': Gender and Social Order in a Colonial Settlement," (Chapter 3)
Suggested Reading: BAR, 35-56
Primary Sources:
-["The Starving Time": John Smith Recounts the Early History of Jamestown, 1609](#)
-[Nathaniel Bacon's Declaration of Grievances \(1676\)](#)
**** Podcast Analysis Assignment Discussed**
- Tuesday, Jan. 24 Religion and Family in New England
Suggested Reading: BAR, 56-73

Primary Sources

[-John Winthrop dreams of a city on a hill, 1630](#)

[-Transcript of the Trial of Anne Hutchinson \(1637\)](#)

Thursday, Jan. 26

Beginnings of Slavery in North America: A Society with Slaves or a Slave Society?

Required Reading: Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, Prologue & Introductions to Parts 1 & 2

Suggested Reading: BAR 115-117, 119-123, 129-130, 137-139

Primary Sources

[-Olaudah Equiano describes the Middle Passage, 1789](#)

[-1619 Laws of Virginia, \(Act XII and Act XIII\)](#)

[-Print of the Slave ship Brookes \(1789\)](#)

[-Ran off. \(Sept. 18, 1762\)](#)

Tuesday, Jan. 31

The Middle Colonies

Required Reading: BAR, 86-92

Primary Sources

[-“The Air is Sweet and Clear, the Heavens Serene, like the South Parts of France”: William Penn Advertises for Colonists for Pennsylvania, 1683](#)

[-The Dutch Arrive on Manhattan Island: An Indian Perspective](#)

Thursday, Feb. 2

Women’s Life in the Colonies

Required Reading: Karin Wulf, *Not All Wives: Women of Colonial Philadelphia*, Introduction

Suggested Reading: BAR, 93-100, 113-115, 124-129, 134-137, 139-141

Primary Sources

[-Accusations of witchcraft, 1692 and 1706](#)

[-Eliza Lucas Letters \(1740-1741\)](#)

[-Boston trader Sarah Knight on her travels in Connecticut, 1704](#)

Tuesday, Feb. 7

The Great Awakening, the Enlightenment, & Imperial Conflicts

Suggested Reading: BAR, 77-86, 100-102, 141-146, 150-155

Primary Sources

[-Jonathan Edwards revives Enfield, Connecticut, 1741](#)

[-Extracts from Gibson Clough’s War Journal, 1759](#)

[-Pontiac Calls for War, 1763](#)

[-Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765](#)

Thursday, Feb. 9

Road to Revolution, Part 1: Parliamentary Acts & Early Colonial Responses

Required Reading: BAR 156-170

Primary Sources:

[-The Sugar Act](#)

[-The Stamp Act](#)

[-New York Merchants Non-importation Agreement; October 31, 1765](#)

Tuesday, Feb. 14 Road to Revolution, Part 2: Colonial Discontent & Disillusionment
Required Reading: BAR 170-176
Primary Sources:
- [Circular Letter of the Boston Committee of Correspondence; May 13, 1774](#)
- [Patrick Henry, "Give Me Liberty or Give Me Death" \(1775\)](#)
- [Virginia Declaration of Rights \(1776\)](#)
****Podcast Analysis Due**

Thursday, Feb. 16 Revolution!
Required Reading: BAR 176-194
Primary Sources:
- [Thomas Paine calls for American independence, 1776](#)
- [Abigail and John Adams Converse on Women's Rights, 1776](#)
- [Women in South Carolina experience occupation, 1780](#)
- General George Washington Explains Army Problems and Calls for Help, 1780
NOTE: This source will be posted on Canvas.

Tuesday, Feb. 21 A Revolution for Whom?
Required Reading: BAR 198-206
Primary Sources:
- ["Natural and Inalienable Right to Freedom": Slaves' Petition for Freedom to the Massachusetts Legislature, 1777](#)
- ["Having Tasted the Sweets of Freedom": Cato Petitions the Pennsylvania Legislature to Remain Free \(1781\)](#)
- [Oneida Declaration of Neutrality, 1775](#)

Thursday, Feb. 23 Legislation & Compromises in Making a Nation
Required Reading: BAR 195-198, 206-230
Primary Sources:
- [The Federalist Papers: No. 51](#)
- [The Articles of Confederation and Perpetual Union, 1781](#)
- Constitutional Convention, Debates on Slavery (1787)
NOTE: This source will be posted on Canvas
- [Thomas Jefferson, Notes on the State of Virginia \(1785\)](#)

Tuesday, Feb. 28 Politics & Economics in the Early Republic
Required Reading: Joanne Freeman, "Dueling as Politics," in *Affairs of Honor: National Politics in the New Republic*.
Suggested Reading: BAR 231-258
Primary Sources:
- [George Washington, "Farewell Address," 1796](#)

Thursday, March 2 **First Exam Due – No Class**

Friday, March 3 – Last day to withdraw without a WF grade

Tuesday, March 14 The Native American West
Suggested Reading: BAR 432-433
Primary Sources:
- [A Confederation of Native peoples seek peace with the United States, 1786](#)
****Analytical Paper Assignment Handed Out**

Thursday, March 16 Imperialism, Manifest Destiny, & Westward Expansion
Required Reading: James F. Brooks, “Violence, Exchange, and the Honor of Men” in *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*
Suggested Reading: BAR 258-260, 266-267, 300-302, 400-438, 441-446
Primary Sources:
- [Tecumseh calls for pan-Indian resistance, 1810](#)
- [President Monroe outlines the Monroe Doctrine, 1823](#)
- [John O’Sullivan declares America’s manifest destiny, 1845](#)
- [Diary of a woman migrating to Oregon, 1853](#)

Tuesday, March 21 Different Types of Revolutions: Market, Transportation, and Industrial
Required Reading: BAR 275-300
Primary Sources:
- [James Madison asks Congress to support internal improvements, 1815](#)
- [A traveler describes life along the Erie Canal, 1829](#)
- [Harriet H. Robinson remembers a mill workers’ strike, 1836](#)

Thursday, March 23 Jacksonian Politics & Culture
Suggested Reading: BAR 288-289, 400-421
Primary Sources:
- [Cherokee petition protesting removal, 1836](#)
- [Andrew Jackson’s veto message against re-chartering the Bank of the United States, 1832](#)
****Rough Draft Due**

Tuesday, March 28 The Second Great Awakening & the Beginnings of Reform Movements
Suggested Reading: Nancy Hewitt, “From Seneca Falls to Suffrage? Reimagining a ‘Master’ Narrative in U.S. Women’s History,” in *No Permanent Waves: Recasting Histories of U.S. Feminism*
Suggested Reading: BAR 309-338
Primary Sources:
- [William Lloyd Garrison introduces *The Liberator*, 1831](#)

- [Angelina Grimké, *Appeal to Christian Women of the South*, 1836](#)
- [Declaration of Sentiments of the Seneca Falls Convention \(1848\)](#)
- [Frederick Douglass, "What to the Slave is the Fourth of July?" 1852](#)

- Thursday, March 30 The Myth of the Old South
 Required Reading: Walter Johnson, "Making a World Out of Slaves," in *Soul By Soul: Life Inside the Antebellum Slave Market*
 Suggested Reading: BAR 351-360, 367-374
 Primary Sources:
- [George Fitzhugh argues that slavery is better than liberty and equality, 1854](#)
 - [Solomon Northup describes a slave market, 1841](#)
 - [Mary Polk Branch remembers plantation life, 1912](#)
- Tuesday, Apr. 4 Enslaved Life and Culture
 Suggested Reading: BAR 360-367,
 Primary Sources:
- [Nat Turner explains the Southampton rebellion, 1831](#)
 - [Harriet Jacobs on rape and slavery, 1860](#)
- Thursday, Apr. 6 Political Crises and Compromises
 Required Reading: Elizabeth R. Varon, "Oh For a Man Who is a *Man*: Debating Slavery's Expansion," in *Disunion! The Coming of the American Civil War, 1789-1859*
 Suggested Reading: BAR 381-385, 395-397, 438-441, 447-456, 463-465
 Primary Sources:
- [Sectional crisis map, 1856](#)
 - [Missouri Controversy Documents, 1819-1920](#)
- The Lincoln-Douglas Debates (1858)
 NOTE: This source posted on Canvas
- Tuesday, Apr. 11 The Election of 1860 & Secession
 Required Reading: Charles B. Dew, "Conclusion: Apostles of Disunion, Apostles of Racism" in *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*
 Suggested Reading: BAR 347-348, 457-461, 465-491
 Primary Sources:
- [1860 Republican Party Platform](#)
 - [South Carolina Ordinance of Secession \(1860\)](#)
 - [Alexander Stephens on slavery and the Confederate constitution, 1861](#)
- Thursday, Apr. 13 A House Divided: The Beginning of the Civil War
 Required Reading: BAR 493-510
 Primary Sources:
- [General Benjamin F. Butler reacts to self-emancipation, 1861](#)

[-Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881](#)

Tuesday, Apr. 18 The Home Front – Social Change and the Inner Civil War
Suggested Reading: BAR 512-519
****Final Draft of Analytical Paper Due**

Thursday, Apr.20 The Tide Turns
Required Reading: James M. McPherson, “The Beginning of the End,” in
Crossroads of Freedom: Antietam, The Battle That Changed the Course of the Civil War
Suggested Reading: BAR 510-512, 519-530
Primary Source:
[-Emancipation Proclamation](#)

Tuesday, Apr. 25 Review & Wrap-Up

Final Exam Due Thursday, May 4 by 3PM