



ARIZONA STATE UNIVERSITY

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ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/28/10

1. ACADEMIC UNIT: SHPRS

2. COURSE PROPOSED: HIST 407 The Early U.S. Republic, ~~1224~~ 3  
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Catherine O'Donnell Phone: \_\_\_\_\_  
 Mail Code: 4302 E-Mail: codonnell@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA  CS
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ  SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.

- (1) Course Description
- (2) Course Syllabus
- (3) Criteria Checklist for the area
- (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?:  No  Yes; Is it governed by a common syllabus? \_\_\_\_\_



ARIZONA STATE UNIVERSITY

Kent Wright

John Kelly

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3/3/10

## HST 407 – Early U.S. Republic

Course Description: This course charts in detail United States political, social, economic, and cultural developments from the first government under the Federal Constitution to the Crisis of 1850. It maps several interrelated themes: American political development, with emphasis on the growth of political parties and federalism; social change, with attention to evolving conceptions of gender, childhood, and race; territorial expansion, including the geopolitics of slavery; and foreign policy, especially that toward Native Americans and wars with Great Britain and Mexico. All of those developments took place within a political economy that featured an intensifying market and revolutions in agriculture, transportation, and communications. All themes are interrelated and include such seminal processes as the rise of evangelical Christianity and expansion of American slavery. HST 407 is an upper-division course that emphasizes reading and thoughtful evaluation.

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b>			
<div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 0 auto;">                     Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".                 </div>			
<b>C-1</b>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b>			
<div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 0 auto;">                     Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".                 </div>			
<b>C-2</b>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements <span style="float: right; margin-right: 50px;"><i>assignments</i></span>			
2. <b>Also:</b>			
<div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 0 auto;">                     Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".                 </div>			
<b>C-3</b>			

<b>ASU - [L] CRITERIA</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".           </div>			
C-4			

Course Prefix	Number	Title	Designation
HST	407	U.S. Early Republic	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Formal papers and essays portions of exam constitute more than 50% of grade	"Grading" section of syllabus
2	Paper assignments require gathering, analyzing, and interpreting evidence	"Paper Assignments" section of syllabus
3	Three essays in addition to essay portion of exams	"Grading" section of syllabus

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Dating of essays

"Grading" section of syllabus

**HST 407**  
**United States Early Republic, 1789-1850**

Fall 2009  
Arizona State University Schedule # 85431

**Course Syllabus**

Professor Calvin Schermerhorn  
Office: Coor Hall 4572  
Office Hours: M, W, 1:15 – 3:15 (or by appointment)  
Email: J.Schermerhorn@ASU.edu

**Location: Discovery 350**  
**Mon., Wed., 3:30 – 4:45**

**Description**

**Course Objectives:**

This course charts in detail United States political, social, economic, and cultural developments from the first government under the Federal Constitution to the Crisis of 1850. It maps several interrelated themes: American political development, with emphasis on the growth of political parties and federalism; social change, with attention to evolving conceptions of gender, childhood, and race; territorial expansion, including the geopolitics of slavery; and foreign policy, especially that toward Native Americans and wars with Great Britain and Mexico. All of those developments took place within a political economy that featured an intensifying market and revolutions in agriculture, transportation, and communications. All themes are interrelated and include such seminal processes as the rise of evangelical Christianity and expansion of American slavery. It is arguable that the United States changed more in the sixty-one years covered in this course than it had through the Revolution before and Civil War following in terms of political culture, social order, religious and intellectual life, and economic activity. The United States Census counted a total of 3.9 million people in 1790 in thirteen states. By 1850 there were over 23 million people in a nation stretching across the North American continent. Over 3.2 million of them were enslaved.

HST 407 is an upper-division course that emphasizes reading and thoughtful evaluation. Course materials emphasize change over time and demand critical engagement. Reading the assigned material is essential to doing well in the course. In addition to lectures, readings will be discussed in class and full participation depends upon having read materials before the class in which they are due. Discussions and lectures will be supplemented by original documents such as court cases, speeches, and memoirs. Links to those documents are provided, and they will also appear on Blackboard. Material presented in lectures, readings, and discussions of documents will appear on exams.

Because this course is designed for history majors, it includes three paper assignments that ask you to analyze primary sources or historical documents. From them you will



construct historical arguments on the assigned topics, which use the documents assigned. The course also includes two written exams, a midterm and a final. Participation will be measured by fifteen unannounced in-class assignments or Take Home Points, which are five-minute writing exercises in which you write on the most significant themes or points introduced in the readings, documents, and/or lectures. Those will not be graded for content (see below) but will reflect your participation and dedication to the course. Take Home Points will be returned before the exams so that they might serve as supplements to notes.

The goal of this course is for each student to leave with a working understanding of the major developments of the Early Republic, including – but not limited to – politics, society, economy, and culture. Facts and dates, while important, will not be stressed, and the guiding principle of this course is that history is not the sum of “events” in the past or biographies of great individuals but a series of arguments that are contestable based on evidence. In that sense, this course is as much about thinking about history as it is about a particular narrative of events. The course will also stress the unintended consequences of people effecting change over time and the working misunderstandings with which people dealt. Though history is populated with heroes and villains, in this class we will not seek to judge historical actors as much as we will strive to understand them in the context of larger events and processes.

**Required Readings Available at the Campus Bookstore:**

- Laurel Thatcher Ulrich, *A Midwife’s Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Kopf, 1990).
- Joanne Freeman, *Affairs of Honor: National Politics in the New Republic* (New Haven: Yale University Press, 2001).
- Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford University Press, 2007).
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass.: Harvard University Press, 1999).

**Grading:**

Participation: “Take-Home Points”: 10pts. ea. X 15 total =		150 pts.	15%
First Essay: Alien, Sedition Acts; Responses (3-5 pages)	Sept. 16	150 pts.	15%
Midterm Exam	Oct. 21	200 pts.	20%
Second Essay: Forced Migration (3-5 pp.)	Nov. 4	150 pts.	15%
Third Essay: Newspaper (3-5 pp.)	Nov. 23	150 pts.	15%
Final Exam - cumulative	Dec. 16	200 pts.	20%
		1000 pts.	100%

meets  
Criterion 4

1 & 3  
papers +  
parts of  
exams =  
> 50%

**Grading Scale:**

Final grades will be assessed on the following scale:

A+	=	98%+ (980+ pts.)	C+	=	78-79.9% (780-799 pts.)
A	=	93-97.9% (930-979 pts.)	C	=	73-77.9% (730-779 pts.)
A-	=	90-92.9% (900-929 pts.)	C-	=	70-72.9% (700-729 pts.)
B+	=	88-89.9% (880-899 pts.)	D+	=	67-69.9% (670-699 pts.)
B	=	83-87.9% (830-879 pts.)	D	=	60-66.9% (600-669 pts.)
B-	=	80-82.9% (800-829 pts.)	E	=	0-59.9% (<600 pts.)

**Course Policies:**

**Classroom Policies:** Laptops and cell phones (or any electronic device sending or receiving a signal) must be turned off while in class. Medical exceptions will of course be granted for students with documented disabilities. Students found to be using electronic communications devices will be invited to leave the class for the day.

**Grading Policies:** In this class, students will demonstrate analytical, critical thinking, and writing skills. Assignments will be graded for clear arguments, organization, composition, and content (though not for whether I end up agreeing with you!). You will be provided with a grading rubric for each assignment (posted on Blackboard) so that you can clearly understand what is expected in each assignment.

**Attendance/Participation:** Students are expected to attend each class with all assignments completed on time. In order to evaluate participation, you will be asked to write fifteen (15) **unannounced** in-class assignments called “**Take-Home Points.**” You will write the three most significant and important points or themes of the current week. The length should be at least three paragraphs and take about five minutes. For example, you could summarize the most important points made that week as you understand them. Take-Home Points will be worth 10 points each for a total of 150 points or 15 percent of the final grade. They **will be not be graded for content** but will reflect on your level of participation, comprehension, and dedication to the course. **Take-Home Points must be submitted in-class on the day they are assigned. No make-ups are permitted, so please plan to attend each class session.**

**Midterm and Final Exams:** Examinations test the extent to which you have mastered the lectures, reading assignments, documents, and films. They will consist of several short-answer questions, essay questions, and multiple choice questions. Essays and short answers will require your critical thought and interpretations (as opposed to “facts” and dates). Make-up exams are only considered after verification of a **documented** personal or family emergency (e.g., a signed physician’s note, etc.).

**Paper Assignments:** There will be three short (3-5 page) independent writing assignments in which you will analyze primary sources or original documents. The first

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paper, due September 16, will ask you to critically evaluate the Alien and Sedition Acts of 1798 and the Kentucky and Virginia Resolutions in their historical contexts. The second essay, due Nov. 4, will ask you to analyze documents relating to the forced migration of Indians and African Americans, drawing similarities and differences and comparing them to pioneers or free migrants. The third and final essay, due November 23, will ask you to read historical newspapers from an online archive and construct an argument on a particular theme, event, or process from that original research. The specific assignments will appear on Blackboard well in advance of the due date.

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**Extra Credit:** No extra credit is given in this course.

**Blackboard:** (<https://myasucourses.asu.edu>) This will be an important resource for the course. Certain required course readings will be made available, and all announcements, assignments, grading rubrics, and the course syllabus will be posted there.

**Late Assignments Policy:** Any assignment not turned in at or before the class period that it is due will result in a 5 point deduction from your final point tally. No assignment will be accepted for credit after 8pm on the day it is due except in the case of extreme, documented hardship.

**Academic Honesty:** Students who are found to have plagiarized material for any assignment will receive an E or XE for the final course grade. For example, if in your paper assignments you copy material without using quotes – even a sentence or two – from a website, book or article not written by you, you will **fail the assignment**, not just the assignment. **No exceptions. Particularly disturbing acts of plagiarism are subject to punishment with an XE (failure based on academic dishonesty) grade for the course. Such a grade might result in withdrawal of financial aid and dismissal from the university. For information about ASU’s academic integrity policies, see:** <http://provost.asu.edu/academicintegrity>

**Disabilities:** If you are a student with a disability the University has resources to assist you. For more information please see the Disability Resources Center: <http://www.asu.edu/studentaffairs/ed/drc/index.htm>. **Students with documented disabilities will be accommodated in this class.**

## Lectures, Discussions, and Assignments:

### Week One: Constitutional Government

#### 8/24 Introduction and Overview

8/26 **Lecture/ Discussion: The Problem of the American Revolution.** The history of the Early Republic features a common vocabulary of key words such as “independence” and “virtue.” We keep coming back to these words, and examining their changing meanings throughout the course. When reading the Federal Constitution, please consider the contradictory impulses about “The People.”

- **Reading:** Daniel Rodgers, “Republicanism: The Career of a Concept,” *The Journal of American History*, Vol. 79, No. 1 (Jun., 1992), 11-38  
<http://www.jstor.org/stable/pdfplus/2078466.pdf>
- **Document:** Federal Constitution  
[http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)
- **Document:** Bill of Rights (first ten)  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html)

### Week Two: Dissent and Disagreement the Federalist Period

#### 8/31 Discussion: Politics in the Late-Eighteenth Century U.S.

- **Reading:** Freeman, *Affairs of Honor*, prologue, chaps. 1-3 (1-158).
- **Documenting Dissent:** Alien and Sedition Acts and the Virginia and Kentucky Resolutions. Please find these documents online at:  
[http://avalon.law.yale.edu/subject\\_menus/alsedact.asp](http://avalon.law.yale.edu/subject_menus/alsedact.asp)
- **Document:** The Alien Act, “An Act Respecting Alien Enemies,” July 6, 1798
- **Document:** The Sedition Act, “An Act in Addition to the Act, Entitled, ‘An Act for the Punishment of Certain Crimes against the United States,’” July 14, 1798
- **Document:** Virginia Resolution, December 24, 1798
- **Document:** Kentucky Resolution, draft: October, 1798
- **Document:** Kentucky Resolution, December 3, 1798

9/2 **Lecture:** Politics and Power in the Federalist Period

Week Three: Revolution of 1800

9/07 **LABOR DAY – NO CLASS**

9/09 **Lecture and Discussion: Honor and Significance of the Election of 1800**

- **Reading:** Freeman, *Affairs of Honor*, chaps. 4-6, epilogue (159-288).

Week Four: Women, Marriage, and Work in the Early Republic

9/14 **Lecture/ Discussion: Women, Marriage, and Martha Ballard's World.**

- **Reading:** Ulrich, *Midwife's Tale*, introduction, chaps. 1-4 (3-161).

9/16 **Lecture/ Discussion: Federal Power and the Supreme Court**

- **Document:** Marbury v. Madison (1803)  
<http://www.ourdocuments.gov/doc.php?doc=19&page=transcript#top>
- **Document:** McCulloch v. Maryland (1819)  
<http://www.ourdocuments.gov/doc.php?doc=21&page=transcript>
- **Document:** Gibbons v. Ogden (1824)  
<http://www.ourdocuments.gov/doc.php?doc=24&page=transcript>

- ❖ **DUE IN CLASS:** Alien and Sedition Acts/ Virginia and Kentucky Resolutions Paper

Week Five: Expansion in a Young Nation

9/21 **Discussion: Reproduction and Childhood**

- **Reading:** Ulrich, *Midwife's Tale*, chaps. 5-10, epilogue (162-352).

9/23 **Lecture: National Expansion and Slavery**

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- **Document:** Lewis & Clark Journals [selections, TBA]  
<http://lewisandclarkjournals.unl.edu/index.html>
- **Document:** Charles Ball, *Fifty Years in Chains or, the Life of an American Slave* (New York, 1859), chaps. 1-4 (9-92).  
<http://docsouth.unc.edu/fpn/ball/ball.html>

Week Six: War and its Aftermath, 1812-1815 [Note: Lecture and Discussion Reversed]

**9/28 Lecture: Causes of the War of 1812**

**9/30 Discussion: Results of War of 1812**

- **Reading:** Howe, *What Hath God Wrought*, introduction, prologue, chaps. 1-2 (1-90).
- **Document:** James Madison's War Message to Congress, June 1, 1812  
<http://www.presidentialrhetoric.com/historicspeeches/madison/warmessage.html>
- **Document:** Treaty of Fort Jackson  
<http://georgiainfo.galileo.usg.edu/ftjackso.htm>

Week Seven: Era of Good Feelings

**10/05 Discussion: Era of Good Feelings?**

- **Reading:** Howe, *What Hath God Wrought*, chaps. 3, 6-7 (91-124; 203-284).
- **Document:** Monroe Doctrine  
<http://teachingamericanhistory.org/library/index.asp?document=145>

**10/07 Lecture: Internal Improvements**

- **Document:** Speech of New York Congressman Peter B. Porter on Internal Improvements, in the House of Representatives, 8 February 1810  
<http://www.history.rochester.edu/canal/bib/hosack/APP0V.html>
- **Document:** James Madison's Veto Message on the Internal Improvements Bill (March 3, 1817)  
<http://millercenter.org/scripps/archive/speeches/detail/3630>

Week Eight: Market Expansion and Reform

**10/12 Discussion:** Transportation and Communications Revolution

- **Reading:** Howe, *What Hath God Wrought*, chapter 4, 15 (125-163; 525-569)

**10/14 Lecture:** Alcohol, Temperance, and Violence

Week Nine: Second Great Awakening

**10/19 Discussion:** Christian Nation, or Nation of Christians?

- **Reading:** Howe, *What Hath God Wrought*, chaps. 5, 8, 12 (164-202; 285-327; 446-482).
- **Document:** Charles G. Finney, "What A Revival of Religion Is," <http://teachingamericanhistory.org/library/index.asp?document=1430>

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**10/21**

10/21 Midterm Examination (Short Answer/ Essay)

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Week Ten: Westward Expansion and Removal

**10/26 Lecture:** The Jacksonian Art of Politics

- **Reading:** Howe, *What Hath God Wrought*, chapter 9 (328-366)
- **Document:** Andrew Jackson's Bank Veto (July 10, 1832) <http://millercenter.org/scripps/archive/speeches/detail/3636>
- **Document:** Andrew Jackson's Nullification Proclamation (Dec. 10, 1832) [http://avalon.law.yale.edu/19th\\_century/jack01.asp](http://avalon.law.yale.edu/19th_century/jack01.asp)

**10/28 Discussion:** Indian Removal.

- **Reading:** Howe, *What Hath God Wrought*, chaps. 10-11 (367-445)
- **Video:** "We Shall Remain, Episode 3: Trail of Tears" (2009, 1:12 minutes) [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_3\\_trailer](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer)

## HST 407 – Syllabus

- **Document:** Cherokee Constitution  
<http://teva.contentdm.oclc.org/landmarkdocs/transcripts/135.transcript.pdf>
- **Document:** Indian Removal Act  
<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

### Week Eleven: Rise of the Whigs and Reform

**11/02 Discussion:** Panic of 1837, Rise of the Whig Party

- **Reading:** Howe, *What Hath God Wrought*, chaps. 13, 15-16 (482-524; 570-657)

**11/04 Lecture:** American Intellectual Culture and Reform

- ❖ **DUE IN CLASS:** Forced Migration Paper

### Week Twelve: Second Middle Passage

**11/09 Discussion:** Life Inside the Antebellum Slave Market

- **Reading:** Johnson, *Soul by Soul*, introduction, chaps. 1-4 (1-134)

**11/11 Veteran's Day – No Class**

### Week Thirteen: Politics of Slavery

**11/16 Discussion:** Cotton Kingdom and the Empire for Slavery

- **Reading:** *What Hath God Wrought*, chap. 17 (658-700)
- **Reading:** Johnson, *Soul by Soul*, chaps. 5-7, epilogue (135-220)

**11/18 Lecture:** Texas Annexation and the Politics of War with Mexico



Week Fourteen: Food in the Early Republic

**11/23 Lecture: Food in the Early Republic**

- ❖ **DUE IN CLASS:** Newspaper Paper

**11/25 No Class – Thanksgiving Recess**

**11/27 No Class – Thanksgiving Recess**

Week Fifteen: War With Mexico

**11/30 Discussion: Mexican War and Aftermath**

- **Reading:** Howe, *What Hath God Wrought*, chaps. 18-19 (701-791)
- **Document:** Susan Shelby Magoffin's journal [selections, TBA]

**12/02 Lecture: Fugitive Slaves and the Compromise of 1850**

- **Reading:** Howe, *What Hath God Wrought*, chap. 20, finale (793-855)
- **Document:** Fugitive Slave Law of 1850  
<http://www.nationalcenter.org/FugitiveSlaveAct.html>

Week Sixteen: Drift Toward Disunion

**12/07 Summary and Conclusions**

<p><b>FINAL EXAM: WEDNESDAY DECEMBER 16</b> <b>12:10 – 2:00 PM</b></p>
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