

HI 201-01 and 02

History of the United States I

Fall 2026

Faculty Information

Dr. Jonathan Shipe

Office: Scott Shipp Hall 364

Office Hours: MWF, 1100-1300, 1520-1600

by appointment

Or: T/Th via Zoom by appointment.

Email: shipejl@vmi.edu

Phone: 540-464-7373

Course Information

Classroom: SSH 306

Meets: MWF 09-0950, 10-1050

Course Description:

History 201 is part of a two-semester survey of American history. It surveys the history of what becomes the United States from pre-contact Indigenous civilizations through Reconstruction, emphasizing that early American history was never purely “American.” Many forces shaped what became America: Atlantic exchanges, Indigenous networks, imperial rivalries, and global commodity flows. Students will develop skills in primary source analysis, historical argumentation, and comparative thinking through an active-learning framework that minimizes traditional lecturing.

Course Objectives:

Students who complete HI 201 will demonstrate:

1. Knowledge of a basic narrative of American history; political, economic, social, and cultural, including knowledge of unity and diversity in American society.
2. Knowledge of common institutions in American society and how they have affected different groups.
3. Understanding of America’s evolving relationship with the rest of the world.
4. Knowledge of the major events, ideas, trends, and problems in American history to 1877.
5. An ability to explain how the past has shaped the present.
6. An ability to think critically by analyzing and evaluating historical events and ideas in American history
7. Ability to question and rethink his/her preconceived notions regarding American History.
8. An ability to conduct/evaluate historical research.

Required Readings:

Textbook: Eric Foner, *Give Me Liberty!* Seagull Edition. I recommend the e-book option to save money.

Additional Readings:

- Primary sources and other readings posted on Canvas.
- Selected scholarly articles and book chapters posted on Canvas. These secondary readings support the Scholarly Article Analysis assignment and our Friday synthesis sessions.

Weekly Rhythm:

I am experimenting with a new class format this semester to move away from traditional lectures toward a more actively engaging approach.

- **Monday: Context & Framing.** You can expect a short mini-lecture (20–25 minutes) framing the week’s theme, followed by an open discussion around a short primary source you will have read before class begins.
- **Wednesdays: Workshop Day (skill-based, active learning).** Students will work in small groups on a rotating set of activity types: source analysis workshops, mapping exercises, debate simulations, document comparison labs, or short collaborative writing tasks. I will circulate and coach, and we will have a 10-minute debrief at the end of every session.
- **Fridays: Synthesis & Connections.** A rotating format: “global connection” sessions linking the week’s U.S. topic to developments elsewhere, student-led discussions, History Bowl competitions, or collective debriefs. Fridays tie the week together and reward preparation.

Course Assignments:

Midterm Exam: 100 points

You will have a midterm exam consisting of four parts:

1. **Identifications (25 points):** You will have to choose five terms to identify. Each identification should be at least three sentences, defining the term, placing it in historical context, and explaining its significance.
2. **Primary Source Analysis (25 points):** I will provide one or two short primary sources and related questions. This tests the analytical skills developed during our Wednesday sessions.
3. **Short-Answer Connections (20 points):** I will pose two or three questions that ask you to draw connections across topics. You will need to write a substantial paragraph for each.

4. **Analysis Essay (30 points):** I will give you one broad prompt asking you to build an argument that integrates themes across the first half of the course. A successful response will open with a clear thesis, draw evidence from more than one unit, and close by explaining why the argument matters. Plan on several well-developed paragraphs.

Final Exam: 250 points

You will have a cumulative final exam. It will consist of four parts:

1. **Identifications (60 points):** Same format as the midterm but cumulative. You will have ten identifications.
2. **Primary Source Analysis (60 points):** Two source sets instead of one. You will be required to read the sources and then write a short comparative response identifying a common theme.
3. **Short-Answer Connections (80 points):** I will give you five questions and ask you to answer three of them. Each response needs to be at least a page of writing.
4. **Cumulative Synthesis (50 Points):** I will give you one broad prompt that asks you to make an argument in a few well-developed paragraphs.

Weekly Reading Responses: 175 points

Collected over 14 weeks; the lowest score dropped. Approximately 13 points each.

Wednesday Workshop Participation: 175 points

Collected over 14 workshops; the lowest score dropped, each worth approximately 13 points.

History Bowl Competitions: 100 points

Five team-based competitions spaced across the semester, 20 points each. Each competition will have four rounds: Quick Recall, Source Showdown, Global Connections Challenge, and a Wager round. I will keep a running leaderboard with team names on Canvas all semester. Your score that week depends on how well your team does. Everyone on the team earns the same score.

Primary Source Analysis Paper: 100 points

A 1,000-word analytical essay built on a primary source set that I will provide. You will choose one of three document clusters drawn from our course materials. Your task is not to summarize the sources but to make an argument about them: what a careful reading reveals about the assumptions, interests, and silences of the people who produced them, and what that tells us about the historical moment that produced them.

A successful paper will:

- Open with a clear, arguable thesis that answers the prompt.
- Analyze at least three documents from the set, quoting sparingly and precisely.

- Attend to authorship, audience, purpose, and context for each source, using the same questions we practice in Wednesday workshops.
- Acknowledge the limits of the evidence: say plainly what these sources cannot tell us.
- Document all sources in Chicago-style footnotes. See “Guidelines for Referencing Papers” on the History Department website.

Assigned in Week 3; due Friday of Week 9 by 1600 on Canvas. The full prompt, the source sets, and the grading rubric will be posted to Canvas in Week 3. We will spend part of the Week 8 Wednesday workshop on thesis construction and evidence selection for this paper, so bring your working thesis to class.

Scholarly Article Analysis: 100 points

A 1,000-word analytical review of one scholarly article or book chapter selected from a list I will post to Canvas. Historians do not simply report what happened; they argue with each other about what happened and why it matters. This assignment asks you to read one of those arguments closely and enter the conversation as a critical reader rather than a passive consumer.

Your review should:

- Identify the author’s central argument and the larger historical question it answers.
- Explain what evidence the author uses and how that evidence is put to work.
- Assess the argument: where is it persuasive, where is it thin, and what does it leave out?
- Connect the article to something else we have encountered—Foner’s narrative, a primary source, or a workshop exercise—and explain what the article adds to or complicates about that account.
- Document all sources in Chicago-style footnotes.

Assigned in Week 10; due Friday of Week 13 by 1600 on Canvas. The Week 11 Wednesday workshop will include a guided read-through of a sample article so that you can see these moves modeled before you attempt them yourself.

Attendance Policy:

Cadets absenting themselves from a scheduled test due to athletic events, scheduled guard duty, or other VMI-mandated reasons must discuss their anticipated absence with me in advance to arrange an alternative test date. This also applies to deadlines for all written work. The 30% rule is in effect for this course, which means that if you miss more than 13 times (excused or unexcused), you cannot pass this course. I will give you a warning at 20%.

Cadets are expected to have read and understood the Institute’s Work For Grade policies and procedures. Those policies are **attached to this syllabus** and are available in the Academic Regulations section of the Regulations *for the Virginia Military Institute*.

Student Behavioral Standards:

- Do not eat in the classroom. However, drinks are okay.
- Please do not leave to go to the restroom unless it is an absolute emergency. If you are gone for longer than fifteen minutes, I will ask the section marcher to recall roll.
- You may use laptops in class. You should only use your laptops to take notes.
- We will treat each other with respect and professionalism in all interactions.
- Please refrain from using cell phones during class. Your phones should be off and put away. You will lose participation points if they ring during class or if I see you using a phone.

Grading:

Assignments	Points	Grade Scale	Grade
Midterm Exam	100	900-1000 points	A
Final Exam	250	800-899	B
Primary Source Analysis Paper	100	700-799	C
Scholarly Article Analysis	100	600-699	D
Weekly Reading Responses	175	599 and below	F
Wednesday Workshop Participation	175		
History Bowl Competitions	100		
Total	1000		

Late Submissions:

All assignments are due by the date and time indicated on Canvas. All late submissions will be penalized at a rate of ten points per twenty-four-hour period, including weekends.

Extra Credit:

I will allow you to complete two extra-credit assignments this semester for a total of ten points. We are fortunate to bring in several speakers each semester, who discuss a variety of topics. If you attend one of these speakers (please clear it with me first) and then share your notes and a 200-word analytical summary of the presentation, I will give you five points. You can do this

twice. If you are unable to attend these events for a valid reason, please discuss an alternative with me.

VMI History Department Statement on Generative AI and Outside Resources

The following statements apply to **ALL** assignments, assessments, and activities contained within the entirety of our course and listed in this syllabus:

- a. All student work should **ONLY** draw on the resources, readings, and materials specifically listed and/or referenced within the prompt specific to each assignment.
- b. Students should **NOT** access any resources beyond those explicitly designated within the assignment prompts provided.
- c. Students should **NOT** use any outside readings, summaries, explanations, software, applications, or other instruments not explicitly approved by the instructor for a specific assignment (including but not limited to artificial intelligence-generated summaries or descriptions of the works, papers or assignments created by generative platforms, reviews or other summaries of scholarship taken from human or computer authors without instructor approval).
- d. You are **NOT** to use **ANY** platforms to assist your writing of **ANY** assignments, including Grammarly, ChatGPT, or any other software (generative, predictive or otherwise) that is not Microsoft Word, Google Docs, or another instructor-approved word processing platform. When using any word processing platform, you may **NOT** use **ANY** of its generative or predictive capabilities.
- e. Work for Grade statements should reflect compliance with **ALL** of the items on this list.
- f. It is your responsibility to discuss **ANY** clarifying questions or concerns you may have about these policies with the professor before submitting your work.
- g. **ANY** violations of this policy will earn the offending assignment and/or assessment 0 points.

Appendix A: Institute Work for Grade Policy

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

1) Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. **"Cadet's own work"** means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as **plagiarism**. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words **"HELP RECEIVED"** conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never

acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

History Departmental Statement Concerning VMI's Policies Regarding Work for Grade

The Department of History's policies regarding work for grade apply to three types of written work.

1. In the case of written quizzes, tests, or examinations, cadets are to do their own work without help from any other source.
2. In the case of written book reviews or reading reports, cadets are supposed to have read every page indicated and must write the report without assistance.
3. In the case of research papers, such as those required in HI 460 or other research projects in other courses, the research and writing must be done by the cadet alone under conditions specified by the instructor.

When employing a word processor in the preparation of written work for grade, a cadet is allowed free and unrestrained use of computing aids, including translators, spelling, style and grammar checkers, but must acknowledge the use of these aids in the help received statement submitted with the written work.

When undertaking work for grade for history courses, Cadets may seek tutoring assistance from recognized Institute sources such as the Writing Center, Academic Center and tutors authorized by the Institute. This assistance may include critical comments. Such comments are defined in the Institute's Work for Grade Policy as "general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing." The cadet must acknowledge the use of this assistance in the help received statement submitted with the written work.

If specifically directed by the instructor of a history course, cadets may avail themselves of peer collaboration on written work. Similar to tutoring assistance, peer collaboration may involve the provision of critical comments. Such comments are defined in the Institute's Work for Grade Policy as "general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing." The cadet must acknowledge the use of peer collaboration in the help received statement submitted with the written work.

Unlike critical comments, proofreading and editing are expressly forbidden by the Institute's Work for Grade Policy, to wit: "Proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the editing process. In addition to the corrections made in proofreading, editing includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. A cadet may not

have his or her work proofread or edited by someone other than the instructor.” Instructors in the Department of History who wish to employ proofreading and editing as pedagogical tools may be granted exceptions to this rule only if they have received written permission from the department head for a particular assignment.

In all cases, individual course assignments that deviate from the departmental work for grade policies must be approved by the department head in advance and must be explained to cadets in writing. Cadets should consult the History Department web site, "Guidelines for Referencing Papers" for a fuller discussion of how to conduct written work in History. Any non-written work for grade, such as oral reports, must be undertaken under specific conditions established by the instructor and will conform to the same spirit of the rules as pertain to written work.

If you have any doubts as to the application of these rules to any of your work for grade in History courses, consult your instructor.

Do not leave anything to chance.

Addendum

Cadets enrolled in HI 103/104 are encouraged to seek assistance in preparing out-of-class writing assignments from the following sources, consistent with the governing policies of these sources: the VMI Writing Center, professional or cadet personnel under the auspices of the Academic Center, and tutors assigned by the Athletic Department. Additionally, cadets are allowed to engage in any level of peer review or collaboration authorized by their instructor with other members of their section or members of other sections taught by the same instructor. Cadets are encouraged to work with History GSS peer tutors, where they are authorized to receive additional levels of editorial or proofreading assistance designed to help them learn how to spot and address editorial or proofreading issues in their written work. *Any* type of assistance from any of the sources listed above must be explicitly authorized by the instructor and must be specifically acknowledged in “Help Received” statements.

ESL students are permitted two additional sources of critical commentary, editing, or proofreading as they work on their essays: 1) any VMI professor; and 2) any cadet who speaks the native language of the person seeking help. For our purposes, an ESL student would be identified as any cadet who has taken the TOEFL, or cadets for whom English is not their first language, and whose oral communication skills or written work demonstrates difficulties with the English language. As always, students who obtain help must specify clearly the nature of the Help Received.

Accessibility Statement:

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandates that reasonable accommodations are provided for all students with documented disabilities. If you anticipate or experience academic barriers that may be due to a disability, including but not limited to chronic medical conditions, learning disability, mental health, or other impairment, please contact Disability Services in the Miller Academic Center. The Disability Services office is located at 202 Carroll Hall in the Miller Academic Center. Please call, write, or stop by the office of LTC Allyson Pierce, Director of the Miller Academic Center, for more information (540-464-7661 or piercesa@vmi.edu). If you have a DS accommodation letter, please contact LTC Pierce and me (your instructor) early in the semester so that we can provide or facilitate provision of the accommodations you may need.

Course Schedule

Unit 1: Worlds Before and Between

Week	Monday	Wednesday	Friday	Reading Assignments
1: Pre-Contact Worlds and the Columbian Exchange CQ: What did the Americas look like before European contact, and how did biological and ecological exchange reshape the world?	Course Intro	Workshop: Commodity Biography. Small groups each trace one commodity from its origin through its transformative effects on multiple continents. Groups present briefings.	Synthesis: How do we narrate “discovery” when exchange flows in every direction? Discuss: Competing Columbus narratives.	Foner, pp. 1-20.
2: Empires, Colonization, and Indigenous Agency. CQ: Why did different empires produce different colonial societies, and how did Indigenous peoples shape the process?	Mini-Lecture (ML): Comparing Spanish, French, English, and Dutch colonial models. Indigenous diplomacy, alliance-making, and resistance. Document: Bartolomé de las Casas (excerpts) and the Haudenosaunee	Document Comparison Lab (DCL): Pairs work with 2-3 short primary sources from different empires using a structured comparison worksheet to identify assumptions about land, labor, sovereignty, and conversion.	History Bowl #1	Foner, pp. 21-58

	Great Law of Peace (excerpts).			
--	--------------------------------	--	--	--

Unit 2: Colonial Societies and the Atlantic World (Weeks 3-6)

Week	Monday	Wednesday	Friday	Reading Assignments
3: Colonial Society and Everyday Life CQ: What did it mean to live in colonial society, and for whom?	ML: Social structures of British mainland colonies and regional variations. Documents:	Workshop—"Reading a Colonial Town." Cadets will reconstruct the social hierarchy and daily life of a single colonial community from a provided packet of documents.	Synthesis: What connected these diverse colonies to each other and to the wider world? Primary Source Analysis Paper assigned. Prompt, source sets, and rubric posted to Canvas.	Foner, pp. 58-88.
4: The Atlantic Slave Trade and African Diasporas CQ: How did the Transatlantic Slave Trade create an interconnected Atlantic World	ML: Structure and scale of the Atlantic Slave Trade. Document: Olaudah Equiano (excerpt)	Data Workshop: Students work with the Trans-Atlantic Slave Trade Database to analyze patterns: origins, destinations, changes over time. Purpose: builds quantitative literacy alongside historical understandings.	GC: The slave trade as part of a broader forced-migration and coerced-labor systems worldwide.	Foner, pp.132-148
5: Religion, Enlightenment, and Ideas Across the Atlantic CQ: How did ideas travel, and what happened when they landed on colonial soil?	ML: The Great Awakening and the Enlightenment as transatlantic movements. Documents: Jonathan Edwards and excerpts from Benjamin Franklin's Autobiography.	Debate: Which movement did more to prepare the ground for revolution—the Awakening or the Enlightenment?	History Bowl #2	Foner, ch. 3.
6: Imperial Wars and the Road to Revolution CQ: How did global warfare reshape colonial North America?	ML: The Seven Years War as the First World War. Documents: Pontiac's War and the Proclamation Line of 1763.	Mapping and Strategy Workshop: Cadets map territorial changes from the Treaty of Paris (1763) and trace the cascading consequences: British debt, new taxation, Indigenous	Midterm Review	Foner, pp. 148-178

		displacement, colonial resentment. Purpose: Connects Military history to Political Economy		
--	--	---	--	--

Unit 3: Revolution and the New Republic (1815-1850)

Week	Monday	Wednesday	Friday	Reading Assignments
7: The American Revolution as an Atlantic Event	Midterm Exam	Workshop: “Whose Revolution?” Small groups examine the Revolution from different perspectives. Groups report out and the class will discuss who was included/excluded from revolutionary promises.	GC: The American Revolution in the Age of Revolutions.	Foner, chapter 5 and 6 (180-252)
8: Building a Government: The Constitution in Context CQ: What kind of government did the Constitution create, and what compromises made it possible?	ML: The Articles of Confederation, Shay’s Rebellion, and the Constitutional Convention. Documents: Federalist No. 10 and a Brutus I.	Constitutional Convention Simulation: Students represent different state delegations and interests and negotiate key provisions: three-fifths clause, the commerce clause, the bill of rights question. Also: paper workshop—thesis construction and evidence selection. Bring a working thesis.	History Bowl #3	Foner, chapter 7 (253-289)
9: The Early Republic and Partisan Conflict CQ: How did foreign affairs and domestic politics become inseparable in the 1790s?	ML: Washington and Adams administrations and the emergence of partisan politics. Documents: The Alien and Sedition Acts debate.	Workshop: Newspaper Analysis. Students will analyze Federalist and Democratic-Republic newspaper excerpts covering the same event to study how partisan framing works. Purpose: Builds media literacy alongside historical knowledge.	GC: The Haitian Revolution as a turning point—its impact on American slavery debates, the Louisiana Purchase, and the broader Atlantic World. Primary Source Analysis Paper	Foner, pp. 290-312

			due Friday by 1600 on Canvas.	
10: Jefferson, Expansion, and the Paradox of Liberty CQ: How did the U.S. become an empire while celebrating republican freedom?	ML: The Louisiana Purchase, Lewis and Clark, and the Ideology of the “empire of liberty.” Discussion: Jefferson’s writings on slavery.	Workshop: Treaty Analysis. Students examine a treaty between the U.S. and Indigenous nations, analyzing language of sovereignty, cession, and negotiation. What did each side understand these agreements to mean?	GC: U.S. Westward expansion compared with British expansion in SE Asia. Denaturalizing “Manifest Destiny” before it gets that name. Scholarly Article Analysis assigned. Article list posted to Canvas.	Foner, pp. 312-327

Unit 4: Democracy, Reform, and Expansion

Week	Monday (Document Analysis)	Wednesday (The International Context)	Friday (Synthesis)	Reading Assignments
11: Jacksonian America: Democracy and its Limits CQ: Who benefitted from the expansion of democracy, and who paid the price?	ML: The expansion of white male suffrage, the Market Revolution, and Indian Removal. Discussion: Andrew Jackson’s Indian Removal Message vs. John Ross’s letters.	Workshop: Mapping Indian Removal. Students trace removal routes, examine demographic data, and read firsthand accounts. Also: guided read-through of a sample scholarly article.	History Bowl #4	Foner, chapter 9 (329-366) and 10 (367-407).
12: Reform Movements and American Culture in the 1820s-40s. CQ: Why did so many Americans believe their society needed remaking, and how did reform connect to transatlantic networks?	ML: Utopian Communities and radical ideologies. Discussion: Source Pairing: Kellog vs. Oneida Colony. Challenging notions of sex and sexuality.	Workshop: “Reform Network Map” Small groups each take one reform movement and trace its transatlantic connections. Groups present findings and the class builds a composite picture of a densely connected Anglo-American reform world.	GC: Abolition and women’s rights as transatlantic movements.	Foner, ch. 12 (446-480)
13: Slavery, Expansion, and the Road to War	ML: The cotton economy and the daily reality of enslaved life—the internal	Workshop: King Cotton and global capitalism: Students trace cotton from	GC: The Mexican-American War in hemispheric and global context.	Foner, ch. 11 (409-444) and ch. 13 (482-523)

CQ: How did the cotton economy, westward expansion, and the Mexican-American War make sectional conflict irreconcilable?	slave trade, the plantation system, and enslaved people's resistance. The ideology of Manifest Destiny, Texas annexation, and the road to war with Mexico. Discussion: Frederick Douglass's Narrative (excerpt), paired with a source on the war (Polk's war message).	enslaved labor in Mississippi to textile mills in Manchester to markets in India and China. Then, mapping the Mexican-American War and its consequences: territorial changes from the Treaty of Guadalupe Hidalgo, the Wilmot Proviso debate, and how the acquisition of new territory made sectional compromise harder.	How did Latin American nations view U.S. expansionism? Compare with other mid-19th century wars of territorial consolidation. Scholarly Article Analysis due Friday by 1600 on Canvas.	
14: Thanksgiving Furlough				

Unit 5: Civil War and Reconstruction

Week	Monday (Document Analysis)	Wednesday (The International Context)	Friday (Synthesis)	Reading Assignment
15: The Civil War CQ: Why did the war come, how was it fought, and what did it mean for the nation and world?	ML: Final Breakdown of the 1850s and the Civil War. Discussion: Southern Secession Documents	Workshop: The Civil War from Multiple Angels. Small groups examine the war from different perspectives: a Union strategist assessing the Anaconda Plan and the western theater; a Confederate Officer grappling with resource constraints; an enslaved person navigating the path from bondage to freedom; a British diplomat debating intervention and the cotton economy; a woman on the homefront.	History Bowl #5	Foner, ch. 14 (525-568)
Week 16: Reconstruction and	ML: Aftermath of the war and the competing	Workshop—Reconstruction Documents.	Final Synthesis: Where does 1877 leave us?	Foner, ch. 15 (570-608)

the Unfinished Revolution CQ: What did freedom mean, and why was Reconstruction “unfinished”?	visions of Reconstruction Discussion: Freedmen’s Bureau Meetings	Students work with constitutional amendments, Black Codes, testimony from Klan violence hearings, and images from the period to build an argument about what Reconstruction achieved and where it was dismantled.	Final Exam Review	
--	--	---	-------------------	--

Key Dates for the Semester:

- Monday classes meet **Tuesday, 1 September**.
- No Classes on **September 2, 2026** (Academic Convocation)
- No Classes on **November 11th**. Wednesday classes meet on **Thursday, November 12th**.
- **Thanksgiving Furlough**: November 21-30, 2026.
- **Classes End**: December 10, 2026. All work must be submitted by 1600.
- Primary Source Analysis Paper due: Friday of Week 9, by 1600 on Canvas.
- Scholarly Article Analysis due: Friday of Week 13, by 1600 on Canvas.