



4. Evaluate the role leaders and significant personalities played in affecting the direction the U.S. took during the period under discussion.
5. Evaluate the role minorities, grass-root movements and populist aspirations played in weaving the American social fabric.
6. Develop the ability to analyze situations, issues, and events historically by identifying their causes, crucial elements and themes, supporting this analysis with adequate historical data.

On the last day of regular classes all students will be asked to fill out evaluation forms rating the performance of the instructor. The evaluations will remain sealed until after the final grades have been assigned.

#### Tests, Papers, Grading

There will be two mid-terms, a final, and one paper assignment. The final will account for 40% of the course grade, mid-term and papers will count for 20% each. Grades will be assigned on the ten point system (91-100=A, 81-90=B, etc.). If any student feels that he/she has been slighted in a grade, please contact me to have the work re-checked. If, after this consultation, you are still dissatisfied with the grade I will advise you on what further action you may take to have your grievance redressed. In case you have received a grade better than you consider due you, light a candle in thanksgiving.

A review section will be held before each test to help students prepare for the "ordeal." Students are encouraged to attend these sections, but can bring their questions to me during regular office hours. All students receiving a failing grade on either of the midterms are required to see me during office hours to discuss ways to improve the student's performance—this is NOT OPTIONAL.

The paper is expected to be 4,000 to 5,000 words in length (eight to ten double-spaced pages) and will have to be done on a word processor. Instructions as to the nature of the paper will be furnished well in advance of the assigned due date.

Please note: Turning in a draft of the paper is mandatory

## The Honor Code is in Effect for all Assignments

**Academic Integrity:** All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.psu.edu/dept/oue/aappm/G-9.html>

**PLEASE NOTE: 1) STUDENTS ARE REQUIRED TO KEEP A SEPARATE NOTE BOOK FOR THIS COURSE. 2) ATTENDANCE IS MANDATORY AND MONITORED.**

### Schedule and Reading Assignments

(The rationale for the Friday discussions is given in Italics after each week's assignment)

Week 1	MW F	Introduction, Housekeeping, Background Group warm-ups
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*Explain the mechanics of this course, describe the goals of a diversity-focused course, give examples why such courses are needed, have students do the self-assessment, divide the students into groups and clarify other issues.*

Week 2	MW: The New European Frontier and Britain's Empire F "Native American Indians"	Tindall, Chapter 2 The Founding of the Iroquois League
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*Make sure that students understand that Christopher Columbus did not "discover" America, make sure they are fully aware that the American Indian people had very distinct, and in some cases, sophisticated cultures.*

Week 3	MW Land and People F "Others"	Tindall, Chapter 3 A Letter from an Indentured Servant in Virginia
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*Reading and discussion deals with the issue of privilege and property in the colonies.*

Week 4	MW Mercantilism F "Religious Alternatives"	Tindall, Chapter 4 1698: A Quaker's Account of Pennsylvania
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## and Resolutions

*Angelina Grimke called marriage and the traditional role women played in society “domestic slavery,” and held that “it is a women's right to have a voice in all laws by which she is governed, whether in church or state.” Such stalwartness was the underlying sentiment upon which the first Women’s rights convention was called.*

Week 12	MW Manifest Destiny and Slavery F “The Peculiar Institution”	Tindall, Chapter 14 1854: Solomon Northup, on Work in the Cotton Fields
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*Slavery was neither as benign as shown in Gone with the Wind, nor as uniformly atrocious as portrayed in Uncle Tom’s Cabin. This selection gives a more balanced view that none-the-less shows the debilitating horrors of slavery without distracting hyperbole.*

Week 13	MW The Bonds of Union Loosen F “The Argument over Slavery”	Tindall, Chapter 15 1857: George Fitzhugh, Cannibals All! 1847: Frederick Douglass, Editorial from North Star
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*In the ante-bellum period the pro-slavery and the abolitionist side tried to put forward rational arguments showing why their group’s recommendations should be heeded.*

Week 14	MW The Crisis of the Union: The American Civil War F “Black Soldier in the Civil War”	Tindall, Chapter 16 February–April 1865: Black Soldiers Seize the Confederate Capitol
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*A quarter million African- Americans served in the Union Army, and one in five would become a casualty of the war. Freedom was not a gift handed by white Northerners to Southern slaves, but in many instances it came about because many former slaves and free blacks paid the ultimate price for liberty.*

Week 15	MW Reconstructing the Union F “Radical Reconstruction”	Tindall, Chapter 17 1866: Frederick Douglass, “Reconstruction”
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*Carpetbaggers and Scalawags or Reformers and Idealists? The Dunning School versus the Revisionists.*

Week 16	Review, housekeeping, individual interviews, office visits, and final examination	
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*Self-assessment survey, private comparisons, individual interviews, final examination.*