HIST 110
Conquest, Colonization, Captivity: The Americas, 1441-1888
Face-2-Face and Online Asynchronous
M: 8:30-9:20 Sec 001-003
W 9:40-10:30 Sec 001
W 1:10-2 Sec 002
Fri 9:40-10:30 Sec 003
F: Online Asynchronous Sec 001-003
Spring 2022, (10 Jan. to 4 May)
University of South Carolina

Bulletin Information
HIST 110 – Conquest, Colonization, and Captivity: A Cultural History of the Americas from 1441 to 1888 (3 credit hours)
Carolina Core Designation
GHS: Global Citizenship and Multicultural Understanding—Historical Thinking
VSR: Values, Ethics, and Social Responsibility

Bulletin Course Description:
Comparative examination of conquest, colonization, and human captivity in the history, cultural values, and social ethics of European, African, and Indigenous civilizations in the Americas, 1441-1888.

Course Description
The aim of this course is to explore how conquest, colonization, and human captivity shaped the history, cultural values, and social ethics that brought together the European, African, and Indigenous civilizations in the Americas from 1441-1888.   In the first part of the course, we examine the process whereby European colonial powers moved across the Atlantic and established their presence in the Americas by violent conquest. Utilizing primary sources from the era and analysis by historians, we will examine what historical values and social ethics guided conquest and colonization, and how the historical figures at the time justified their actions. In the second part of the course, we utilize primary and secondary sources to examine in detail the new cultures born out of the colonial order through creating new religious values, political rights, and social ethics. In particular, we turn our analysis to the historical changes in people's thoughts and actions that rejected the legitimacy of colonialism, proclaimed freedom for some (but not all), and the ideas and values that resulted in the final abolition of human captivity in the Americas. Collectively, the course contextualizes the beliefs and values of the conquerors that forged the colonial order, and probes the moral and ideological responses of the colonized as they struggled to assert their own rights in constructing a new society.

Prerequisites Learning Outcomes for the Course
There are no prerequisites for this course

Upon successful completion of History 110, students will be able to:
1. Demonstrate knowledge of the principles of historical thinking to understand human societies, specifically through examining the roles conquest, colonization, and human captivity played in shaping the history of the Americas from 1441 to 1888.
    a. This Learning Outcome will be satisfied by completing the Collaborative Wiki Assignments by providing a summary analysis of a secondary historical source.
2. Define and summarize major events, developments, and themes related to the conquest of indigenous civilizations, construction of European colonies in the Americas, and the institution of human captivity through the enslavement of the African and Indigenous populations.
    a. This Learning Outcome will be satisfied by completing the Interpretive Reading assignments.
3. Evaluate significant themes, issues, or eras in the history of the Americas from 1441 to 1888.
    a. This Learning Outcome will be satisfied by completing the essay exams that evaluate major historical events in the History of the Americas from 1441 to 1888.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
    a. This Learning Outcome will be satisfied by completing the Primary Source Discussions by interpreting a wide range of historical sources historians utilize to reconstruct past events.
5. Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).
    a. This Learning Outcome will be satisfied by completing the Interpretive Reading Assignments and assessing the strengths of the readings by the historian's use of primary and secondary sources.
6. Demonstrate the ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
    a. This Learning Outcome will be satisfied by completing the mid-term and final Essay Exams that require the student to integrate primary and secondary sources in developing a historical argument that shows causality and change over time.
7. Identify the sources and functions of values that guided human practices in conquering, colonizing, and enslaving in the Americas.
    a. This Learning Outcome will be satisfied by completing the "Just War" essay assignment that requires students to compose an essay analyzing the debate between Spanish priest Bartolome de Las Casa and Spanish jurist Francisco de Vitoria that occurred in the 1540s over how to conduct the Conquest in the New World utilizing their respective interpretations of "Just War."
8. Demonstrate an understanding of the importance of ethics, values, and social responsibility in the history of colonization for the self, individuals, and societies in waging wars of conquests and human captivity that continue to shape contemporary society in the present.

a. This Learning Outcome will be satisfied by completing the "Empires and Colonization" essay that analyzes the ideas of empire the Europeans brough to the New World from looking at the past, most notably the Roman Empire, but also formulated new models of empire that reflected their values as they evolved from the 16th to the 19th centuries.

9. Demonstrate the ability to reflect on how values shaped personal and community ethics and decision making in the context of conquest, colonization, and human captivity.

a. This Learning Outcome will be satisfied by completing the "Abolition of Slavery" essay that requires the student to apply a framework of moral decision making to ethical challenges related to conquest and captivity in the Americas. In the 19th century, European powers went from claiming slavery was necessary for empire building to recognizing the time had arrived to abolish the institution. After an examination of the various explanations for this transformation in values and ethics from the resistance of slave themselves, emergence of natural rights enshrined in constitutions, and changes in economic systems, students will compose an essay that analyzes how abolition expressed the changes in values and ethics in the 19th century.

Note: All learning outcomes in this distributed learning course are equivalent to the face-to-face version of this course.

Carolina Core Outcome

GHS - Global Citizenship and Multicultural Understanding: Historical Thinking: Students will be able to use the principles of historical thinking to understand past human societies.

VSR - Students will be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Required Course Readings

The texts and course readings are all available "free" either as "open educational resources" or available in electronic copy via Thomas Cooper library. See the course modules in Blackboard for URL links to the weekly readings and/or PDF documents.

Note: All readings and materials used for this course comply with copyright and fair use policies.

Course Assignments and Related Learning Outcomes

- **Collaborative Wikis Assignments 10%:** For the textbook chapter readings for each module students will contribute to a **Chapter Summary Wiki**: Each student creates a 23 sentence summary over just 1 page from the chapter in sequential page order. The summary should cover: (1) what; (2) when; (3) where; and (4) why it's important. The

10 brief wiki assignments will collectively make up 10% of your grade. Additional instructions for the Collaborative Wiki assignments and rubric are posted on Blackboard.

- o **Completion of this assignment will satisfy Learning Outcome #1** Demonstrate knowledge of the principles of historical thinking to understand human societies, specifically through examining the roles conquest, colonization, and human captivity played in shaping the history of the Americas from 1441 to 1888.

- **Interpretive Reading Assignments 20%.** For each module you will be required to read a brief chapter/article and answer the accompanying Qs. These readings move from the "big picture" analysis of a textbook down to detailed insights of biographical analysis to show how conquest, colonization, and captivity impacted individuals and society that continue to have relevance today. Each reading has 7 to 10 questions that require a response of 3-5 sentences per question to answer adequately. In the Interpretive Reading Assignments, we examine how ethics, values, and social responsibility shaped the colonial policy of empires, and how individuals developed their own set of moral codes to challenge their subordination. We will discuss the readings and your answers in class, and when necessary, through an online discussion board (see the course calendar). If you are not able to attend class on the discussion day and want to receive credit you will be required to answering all the questions that should be at least 2-3 pages in length and will be submitted to BB. Students will complete 10 Interpretive Reading Assignments that will collectively make up 20% of your grade. Additional instructions for the Interpretive Reading Assignments and rubric are posted on Blackboard. o **Completion of this assignment will satisfy Learning Outcome #5:** Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources). **And Learning Outcome #8:** Demonstrate an understanding of the importance of ethics, values, and social responsibility in the history of colonization for the self, individuals, and societies in waging wars of conquests and human captivity that continue to shape contemporary society in the present.

- **Primary Source Discussions 20%.** For each learning module there will be a selection of Primary Source Documents providing insights from historical contemporaries who lived through the events of the time. For each primary source reading, 10 discussions threads will run on Blackboard guided by prompts to analyze and debate the historical insights of the documents. Many of these prompts will require you to explain how the primary source documents express the values, ethics, and social responsibilities of individuals in the past. Each student is responsible for making 3 posts. The 10 Primary Source Discussions will collectively make up 20% of your grade. Additional instructions for the Primary Sources Discussions, along with the 10 questions for the discussion threads and rubric are posted on Blackboard.
  - o **Completion of this assignment will satisfy Learning Outcome #4:** Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge. **And Learning Outcome #8:** Demonstrate an understanding of the importance of ethics, values, and social

responsibility in the history of colonization for the self, individuals, and societies in waging wars of conquests and human captivity that continue to shape contemporary society in the present.

- **Just War Essay due 2/4 12.5%:** You will be required to write a 4-5 page, double spaced essay on how the concept of "Just War" was utilized and intensely debated during the 16th Century as the Conquest of the Americas was carried out by European colonial powers. After an examination of the long history of conquering powers utilizing "Just War" theory, students will compose an essay analyzing the debate between Spanish priest Bartolome de Las Casa and Spanish jurist Francisco de Vitoria that occurred in the 1540s over how to conduct the Conquest in the New World utilizing their respective interpretations of "Just War". In order to complete the assignment students will use the relevant chapters from the volume *Just War Thinkers*, edited by Daniel R. Brunstetter and Cian O'Driscoll available in PDF format on BB.

- **Completion of this assignment will satisfy Learning Outcome 7:** Identify the sources and functions of values that guided human practices in conquering, colonizing, and enslaving in the Americas.

- **Exam 1: Empires and Colonization due 3/2 12.5%:** Students will be required to write a 3-4 page, double spaced essay exam on the guiding ideas of empire that European colonial powers brought to the New World from looking at the past, most notably the Roman Empire, but also formulating new models of empire that reflected their values as they evolved from the 16th to the 19th centuries. After an examination of the various imperial experiences and colonization efforts as covered in the course modules, students will compose an essay analyzing how the establishment and authority given to such instruments of empire as legal, religious, and political institutions reflected the different values of European colonial powers. o **Completion of this assignment will satisfy Learning Outcome #6**: the ability to develop interpretive historical arguments drawing on primary and/or secondary sources. **And Learning Outcome #8:** Demonstrate an understanding of the importance of ethics, values, and social responsibility in the history of colonization for the self, individuals, and societies in waging wars of conquests and human captivity that continue to shape contemporary society in the present.

- **Abolition of Slavery Essay due 4/15 12.5%:** Students will be required to write a 4-4 page, double spaced essay explaining how European powers went from claiming slavery was necessary for empire building to recognizing the time had arrived to abolish the institution in the 19th century. After an examination of the various explanations for this transformation in values and ethics from the resistance of slave themselves, emergence of natural rights enshrined in constitutions, and changes in economic systems, students will compose an essay that analyzes how abolition expressed the changes in values and ethics in the 19th century.

o **Completion of this assignment will satisfy Learning Outcome #9:** Demonstrate the ability to reflect on how values shaped personal and community ethics and decision making in the context of conquest, colonization, and human captivity.

- **Exam II: Revolution and Independence due 4/27 will count 12.5 %:**. For Exam 2, you will be required to explain and justify the process of decolonization and the abolition of captive labor in the Americas. You must account for how the morals, ethics, and beliefs of the colonial populations of the Americas were utilized to justify their actions to end colonial rule and abolish slavery. The course material to answer this essay question will be derived from the modules in the 2nd half of the course. Your essay will be 3-4 pages, double-spaced, and submitted it as Microsoft Word document to Blackboard. Additional instructions for the exams and rubrics are posted on Blackboard. o **Completion of this assignment will satisfy Learning Outcome #6:** the ability to develop interpretive historical arguments drawing on primary and/or secondary sources. **And Learning Outcome #9:** Demonstrate the ability to reflect on how values shaped personal and community ethics and decision making in the context of conquest, colonization, and human captivity.

- **Policy, Penalties, and Flexibility on Late Submissions:** **Failure to submit an assignment by the due date will result in a deduction of 10 points for each 24 hours past the due date.** Excuses for late submissions are allowed but require written verification. Examples of excused late submissions include medical or personal emergencies, university-sanctioned absences, religious holidays, etc. Students should inform the instructor in writing of any anticipated absences as soon as possible.
  o **I will be flexible as much as possible due to COVID-19**: With patience and understanding we can fulfill the goals of completing the course and earning course credits. I will do my best to check on you as much as I can, but I also encourage you to reach out and explain to us the grounds and needs for extending deadlines.

Grade Breakdown	
Just War Essay	125 points X 1 = 125 points 12.5%
Exam 1: Empires and Colonization	125 Points X 1 = 125 points 12.5%
Abolition of Slavery Essay	125 Points X 1 = 125 points 12.5%
Exam 2: Revolution and Independence	125 Points X 1= 125 points 12.5%
Interpretive Reading Assignments	20 points X 10 = 200 points 20%
Primary Source Discussions	20 points X 10 = 200 points 20%
Wiki Chapter Summary	10 points X 10 = 100 points 10%
Total	**1000 points 100%**

Grade Scale	

A 900 to 1000 points (90-100%)
B+ 880-899 points (88-89%);
B 800-879 points (80-87%)
C+ 780-799 points; (78-79%);
C 700-779 points (70-77%)
D+ 680-699 points (68-69%);
D 600-679 points (60-67%)
F 599 points and below (59% and below)

Course Format

This is a hybrid course that has Face-2-Face (F2F) meetings and Web-based instruction. Should COVID-19 or other situations such as hurricanes require it, we will transition to an entirely online course. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines. Most of the course materials needed to complete the modules are available via Blackboard. Regular Internet access is essential for successful completion of the course.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time and will not be accepted late. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor.

The typical class structure will consist of learning modules, which include:
- Readings
- Online Discussions
- Primary Sources Analysis
- Constructing analytical and descriptive historical timelines
- Written Essay Exams
- Short Research Papers
- Short Power Points and videos

Student Interaction Modes for the Course

As this is a hybrid F2F and online course, there will be different modes whereby students interact with the Instructor, their fellow students, and the course content.
- **Student-to-Instructor (S2I) Interaction**: Students will listen and/or view voice over PowerPoint presentations, and interact with the professor through discussion boards, blog posts, and wikis. For written assignments, the professor will post prompts and provide individual feedback to students. The professor will post weekly announcements, provide and respond to students individually through email, and hold office hours online.
- **Student-to-Student (S2S) Interaction**: Students will engage with each other by participating in discussions through the discussion board over analyzing primary sources,

commenting on fellow student blog posts, and will collaboratively build summaries of readings and construct historical timelines by contributing to wikis.

- **Student-to-Content (S2C) Interaction**:   Students will engage course content by completing the readings assignments; listening and reviewing videos; reading and listening to PowerPoint presentations; writing discussion board posts; completing the written assignments; and making blog posts over course content.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the "Blackboard Class Information Discussion Board." These questions will be answered within 24 hours. I will also be holding office hours in person or virtually, which will simply require making an appointment and I will provide you with a password to join the meeting.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail.

Please be sure that the email you check regularly is set in Blackboard:

- Click on the My USC tab along the top of the page in Blackboard
- In the Tools module, click on "Personal Information"
- Click on "Edit Personal Information"
- Scroll down to the listing for Email
- In the box will be listed what Blackboard has as your email address. If you wish to change it, delete the email address in the box and type in the email address you want to use.
- Click on the Submit button at the top or bottom of the page.

Technology Requirements

PDF readings, links to articles, assignments, discussion posts, collaborative wikis, and other course materials are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed,
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Division of Information Technology Service Desk https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php)

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files
- Use USC email and attached files
- Check email and Blackboard daily
- Download and upload documents
- Locate information with a browser
- Use Blackboard

The Student Success Center

The Student Success Center (http://www.sa.sc.edu/ssc) provides a variety of services to assist University of South Carolina Undergraduate students on their path to success. Students can call the Student Success Hotline at 777-1000 to learn more, or go on-line to schedule an appointment with a staff member. The SSC is located on the mezzanine level of the Thomas Cooper Library, with satellite locations in Columbia Hall, Bates House, and Patterson Hall. These services are free and available to all undergraduate students enrolled at USC course.

The Writing Center

The University Writing Center (http:/artsandsciences.sc.edu/write/)is open to USC students needing assistance with writing projects at any stage of development. The main Writing Center is located in Byrnes 703 (http:/www.sc.edu/cgi-bin/uscmap/uscmap.cgi?type=number&data=1) .

Library Resources

University Libraries (http://library.sc.edu/p/TCL) "foster learning and discovery by connecting people with significant collections and expert support of research."

Accessibility

Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations. For information on the services provided by the Office of Student Disability Services see: http://www.sa.sc.edu/sds/

The Student Disability Resource Center (http://sc.edu/about/offices_and_divisions/student_disability_resource_center/) "empowers students to manage challenges and limitations imposed by disabilities. Our professionally trained staff provides students with exceptional services as they transition to college or continue their studies at the University. The office serves students with learning, physical, health, or psychiatric disabilities in managing the varying demands of the University experience. In addition to serving students, the staff assists the University community in making programs, services, and activities accessible for everyone."

Counseling Services

The Counseling & Psychiatry - Student Health Services (http://www.sa.sc.edu/shs/cp/) provides essential therapy and emotional wellness services for students at the University of South Carolina.

Blackboard and Other Support Services

Students can contact the Service Desk (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/service desk.php) for computer, technology and IT-related questions and support.

Academic Honesty and Plagiarism:

The History Department adheres to the guidelines specified by the University of South Carolina's Office of Academic Integrity, which encourages professors to state in their syllabus: "Every student has a role in maintaining the academic reputation of the University. Students are to refrain from engaging in **plagiarism**, **cheating**, **falsifying their work**, and/or **assisting other students** in violating the Honor Code." Violations of the University's Honor Code include, but are not limited to improper citations of sources, using another student's work, and any other form of academic misrepresentation. For more information see USC's Honor Code and the Office of Academic Integrity: https://www.sa.sc.edu/academicintegrity/

Please feel free to contact me by e-mail: I like to know who I am teaching and what is clear and unclear about the course. If you have any questions or are uncertain about course requirements, please discuss them with me as soon as possible.

Module Schedule/ Course Calendar

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this time zone. If you are in a different time zone, plan accordingly.

List of routine weekly tasks/responsibilities/deadlines so that you can plan out your weekly schedule.

- **Mondays (all sections):**
  - Read assigned text(s) for week. Lecture over course material.
  - Wiki Chapter Summary due.
- **Wednesdays (Sections 1 and 2)** :
- **Friday (Sections 3)** :
  - Interpretive Reading Assignments in class discussion or online depending on COVID
- **Fridays (all sections)**:
  - Primary Source Discussion Posts ○ Essays and Exams

Note- More detailed explanation of materials, assignments, readings, tasks, instructions, and due dates for each module are available on BB.

F2F= Face to Face

Module	Material and Assignments	Points
1 "Atlantic History" as a Historical Unit of Study (1/10 to 1/14)	• 1.10 Online Course Introduction • 1.10 Post to Introduction Discussion Board • 1.10 F2F: • 1.10 Textbook Ch. Wikis due by 5PM • 1.12/14 F2F: Discussion of Interpretive Reading Assignment #1 • 1.14 Primary Sources due by 5PM	10 20 20 50 Mod

2 Iberian Reconquest and Conquest of the	• 1.17 [No class MLK Day] • 1.17 Textbook Ch. Wikis due by 5PM • 1.19/21 F2F Discussion of Interpretive Reading Assignment #2	10 20
Canaries (1/17 to 1/21)	• 1.21 Primary Sources due by 5PM	20 50 Mod 100 Total
3 Portugal and Atlantic Africa (1/24 to 1/28)	• 1.24 F2F •• 1.24 Textbook Ch. Wikis due by 5PM 1.26/28 F2F Discussion of Interpretive Reading Assignment #3 • 1.28 Primary Sources due by 5PM	10 20 20 50 Mod 150 Tot
4 Just War Essay (1/31 to 2/4)	• This week is largely dedicated to your essay on the concept of "Just War." Consult BB for detailed instructions on the assignment. • 1.31 F2F Just War Review in Class •• 2.2/4 F2F Make up course material day 2.4 Just War Essay due at 5PM	 125 Mod 275 Tot
5 Indigenous Empires of the Americas (2/7 to 2/11)	• 2.7 F2F •• 2.7 Textbook Ch. Wikis due by 5PM 2.9/11 F2F Discussion of Interpretive Reading Assignment #4 • 2.11 Primary Sources due by 5PM	 10 20 20 50 Mod 325 Tot
6 Spanish Conquest of the Aztec and Inca Empires (2/14 to 2/18)	• 2.14 F2F •• 2.14 Textbook Ch. Wikis due by 5PM 2.16/18 F2F Discussion of Interpretive Reading Assignment #5 • 2.18 Primary Sources due by 5PM	 10 20 20 10 50 Mod 375 Tot

7 Dutch and Portuguese Empires (2/21 to 2/25)	• 2.21 F2F • 2.21 Textbook Ch. Wikis due by 5PM • 2.23/25 F2F Discussion of Interpretive Reading Assignment #6	10 20 30 Mod 405 Tot
8 Mid Term Week (2/28 to 3/2; Spring Break March 4 to 13)	• • 2.28 F2F In Class Mid Term Essay Review 3.2 Mid Term Essay Exam submitted to BB via • SafeAssign by 5PM	125 530 Tot
9 Conquest of Ireland and the	• 3.14 F2F • 3.14 Textbook Ch. Wikis due by 5PM	10
British Empire (3/14 to 3/18)	• 3.16/18 F2F Discussion Interpretive Reading Assignment #7 • 3.18 Primary Sources due by 5PM	20 20 50 Mod 580 Tot
10 Trans-Atlantic Slave Trade (3/21 to 3/25)	• 3.21 F2F • • 3.21 Textbook Ch. Wikis due by 5PM 3.23/25 F2F Discussion of Interpretive Reading • Assignment #8 3.25 Primary Sources due by 5PM	10 20 20 50 Mod 630 Tot
11 US Independence and British Loyalty (3/28 to 4/1)	• 3.28 F2F • 3.28 Textbook Ch. Wikis due by 5PM • 3.30/4.1 F2F Interpretive Reading Assignment #9 • 4.1 Post Primary Sources Posts due by 5PM •	10 20 20 50 Mod 680 Tot
12 Haitian Revolution (4/4 to 4/8)	• 4.4 F2F • • 4.4 Textbook Ch. Wikis due by 5PM 4.6/8 F2F Discussion of Interpretive Reading • Assignment #10 4.8 Primary Sources Posts due by 5PM	10 20 20 50 Mod 730 Tot

13 Latin American Independence and Abolition Essay (4/11 to 4/15)	• 4.11 F2F • 4.11 Textbook Ch. Wikis due by 5PM • 4.13 Primary Source Posts due by 5 PM • 4.15 Abolition of Slavery Essay due by 5PM 11/19 •	10 [EC] 20 [EC] 125 125 Mod 30 [EC] 855 Tot
14 The 19th Century battle over Slavery and Abolition (4/18 to 4/22)	• 4.18 F2F • 4.18 Textbook Ch. Wikis due by 5PM • 4.20/22 F2F Exam 2 Review • 4.22 Primary Sources Posts due by 5PM • 4.25 F2F by appointment exam review •	10 [EC] 20 20 Mod [10 EC] 875 Tot
15 Finals Week (4/27 to 5/4)	• 4.27 2nd Essay Exam submitted to BB via SafeAssign due no later than Apr 27 at 5 PM	125
		1000 Tot 40 [EC]