HIST 4453: The New American Republic, 1783-1815
Spring 2019
Section 01 - CRN 12774

**COURSE INFORMATION**

Instructor: Dr. Keith Pacholl, Professor of History
Class Time: Tuesday/Thursday 12:30-1:45pm
Classroom: HUMANITIES 131
Office Phone Number: (678) 839-6044
E-mail address: kpacholl@westga.edu

**OFFICE HOURS**

UWG Office Hours:
Tuesday: 2:00-4:00pm
Thursday: 2:00-6:00pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 12:00 – 4:00pm
*Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.

**and by appointment**

*If you can’t make my posted office hours, email me and we will find another time to meet.

**COURSE OVERVIEW**

This course will examine the period of American history beginning with the end of the American Revolution through the War of 1812. It will explore the major political developments of the era, including the constitutional debates of the 1780s and the development of political parties by the end of the century. It will also examine social and cultural developments occurring during this time, including the attempt to create an American national identity, the defining of gender roles for men and women, the evolution of slavery, westward expansion, and other critical issues. The course will explore the changing nature of the American economy and its impact upon people and institutions across America. Finally, the course will end with an examination of the War of 1812 and its overall impact.

Please note that this class is a hybrid course, meaning that some of our classes will be held online (and thus no in-class meetings on those particular days). The course schedule will note all classes that take place online.
COURSE OUTCOMES

Specific learning outcomes for this course include:
1. Identify and explain important political, social, economic, and cultural developments of U.S. history relevant to the years 1783 to 1815
2. Interpret primary and secondary sources
3. Apply critical thinking skills
4. Write a research paper

REQUIRED READINGS & MATERIALS

Paul Aron, *Founding Feuds: The Rivalries, Clashes, and Conflicts that Forged a Nation*
Laurel Ulrich, *A Midwife’s Tale*
Walter Borneman, *1812: The War that Forged a Nation*

*Additional readings will be uploaded to the “Assigned Readings” folder found in the Content section of CourseDen

COURSE ASSESSMENT

Students’ mastery of course learning outcomes will be assessed using the following methods:

**Class Participation**

It is expected that you will show up for each class. On some days we have interactive lectures, on other days we have class discussions, and yet on other days we might have both lecture and discussion. Showing up and participating in a meaningful way will result in full credit for each day of class. Not showing up and/or not participating will decrease your grade. Yes, I take note of those who participate (including the substance of what was said) and those who don’t. This is one of the easiest grades you can earn this semester: simply show up to class and be ready to participate when needed and ask questions of interest related to the topics we cover. For each lecture you miss, 4 points will be deducted from your participation score. For each in-class discussion (partial or full discussion) you miss, 8 points will be deducted from your participation score. Your class participation grade includes: showing up for each class; effort and quality of work for in-class discussions; student conduct; and any other material assigned throughout the course of the semester that is not listed in this syllabus. *(satisfies course objective 1)*

**Notes on Primary Source Documents**

There are six class periods where you will have primary source documents assigned for discussion. To prepare you for these discussions, you will take notes on the primary source documents and upload them to CourseDen prior to the start of class on that particular day. For example, on January 17, you will upload your notes that you took for the document *Articles of Confederation* to CourseDen prior to 12:30pm on the 17th. Your notes must be typed and uploaded as a Word or PDF document to the appropriate folder in the Assignments section of CourseDen. Please note that if you have an Apple device, you need to make sure that your notes have been formatted as a Word or PDF document. In addition, you should bring a copy of your notes (paper copies or on an electronic device) to class so that you can participate in the discussion for those documents.

Now you might be asking, what does Pacholl expect for notes? First, you need to write in complete sentences. I need to understand your thoughts on what you read, so incomplete sentences won’t suffice. But you can write in bullet points instead of regular paragraphs. Second, you need to summarize all of the
main points made throughout the document. I'm not asking you to cover every minor detail in the
document; instead, explain to me the broader points that should be understood after reading the
document (pretend that you are a teacher and your notes are what you would use to convey the most
important points of the documents to your students). Finally, I expect that your notes should be 1-2 pages
single-spaced in length (don’t go over two pages). Overall, I want to see that you have read the entire
document and summarized its key points in your own words. Completing the notes in advance will help us
have a productive class discussion for each document and analyze the significance of what you have read.
If you have any questions, please ask away. Please see the Notes on Primary Sources Rubric for specific
details on how this assignment will be graded.

**Book Discussions**

We will be having significant discussions on two of the assigned books for this course: *Founding Feuds*
(Paul Aron) and *A Midwife’s Tale* (Laurel Ulrich). We will spend an entire class discussing each of these
books, so it is important that you not only come prepared to discuss each book, but actually **participate** in
the conversation (in other words, you can’t hide!!). For each book, you **will write a 2-page response
paper (minimum)** that discusses three key themes and the overall contribution of the book (for a total of
4 paragraphs, and each paragraph should be a minimum of 7 sentences in length). Your themes must be
based on multiple chapters (meaning, you can’t write three paragraphs based on just one chapter of the
book). You cannot use the introduction/conclusion of a book as the main source for a paragraph. Show
me that you have read the ENTIRE book and understand the themes covered throughout the book. Even
though you choose three themes to write on, you are still responsible for being prepared to discuss other
key points and themes of the book (we will have discussion on the entire content of the book). I would
suggest bringing in notes for each chapter on the days we discuss the books.

Your response paper must be printed off and handed in at the start of class on the day we discuss each
book. Please note: **If you don’t turn in the book response paper at the beginning of class on the day we
discuss each book, you will not be allowed to stay for the book discussion** (these are your “tickets” into
the class on those days)!! If you are absent on these critical days, you will receive a “0” for each book
discussion that you miss (see “Missed Assignments” below). A rubric will be provided so you can see how
the book discussions will be graded. (**satisfies course objectives 2 & 3**)  

**Online Assignments**

This class is a hybrid class, meaning some of your instruction will take place online (there will be no face-
to-face class meetings on these particular days). On these hybrid days, you will work on assignments at
home. **Specific instructions will be given for each online assignment.** You will find that you have the
opportunity to be creative in how you complete each online assignment. A rubric will be provided so you
can see how the online discussion assignments will be graded, so be sure to review the Online Assignment
Rubric for the criteria that you will be graded on for the assignment, along with reading the section on
“Guidelines for Writing Assignments” later in this syllabus. **Please see the course calendar for specific due
dates for each discussion assignment.** (**satisfies course objectives 2 & 3**)  

**Research Paper**

You will write a 5-page (minimum) research paper on a subject of your choosing that is approved by me. You
must turn in a topic statement and bibliography in advance (see the course schedule), and the paper is due
on April 4 by 11:59pm. Handouts will be provided detailing my expectations for the research paper.
(**satisfies course objectives 2, 3, & 4**)
1812 Group Project
Everyone loves group projects, right? So who is Pacholl not to give you one? Instead of a final exam, you will have a group project that explores some aspect of the War of 1812 based on Walter Borneman’s book *1812: The War that Forged a Nation*. I will divide the class into groups and assign a theme for each group. You will work together to create a presentation that will be shared with the entire class. To ensure equal workload, there will be an assignment submitted by everyone prior to the presentation, and each person will be evaluated according to their contribution (by me and each member of the group). Additional details will be provided later in the semester. The presentations will take place on April 23. Don’t panic after reading about this assignment – it will be ok. *(satisfies course objectives 1, 2, & 3)*

GRADING *

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments</td>
<td>20%</td>
<td>(125 points: 5 online assignments worth 25 points each)</td>
</tr>
<tr>
<td>Notes on Documents</td>
<td>20%</td>
<td>(120 points: 6 sets of notes at 20 points each)</td>
</tr>
<tr>
<td>Book Discussions</td>
<td>20%</td>
<td>(100 points: 2 discussions worth 50 points each)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>1812 Group Project</td>
<td>10%</td>
<td>(75 points)</td>
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</tbody>
</table>

*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your online assignments added together will count 20% toward your overall course grade.

There is NO EXTRA CREDIT accepted for this course

Grading Scale
90% - 100% A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

Grades are based on student performance. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. As a rule, meeting the minimum requirements for an assignment is the basis for a “C” grade. To receive an A or B grade, you must plan to go beyond the minimums stated for each assignment. The standards for the respective grades are as follows:

A = Exceptional  
-precise and comprehensive understanding of the material  
-thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course  
-work contains no factual inaccuracies  
-excellent writing, with little to no errors in spelling, punctuation, grammar, syntax, etc.  
-very focused and organized
correctly identifies all key themes of the readings

B = Commendable
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

C = Competent
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

D = Limited evidence of achievement
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

Grading Turnaround
All assignments and assessments will normally be graded within a week after the deadline. I will let you know if grading takes longer than a week.

MISSED ASSIGNMENTS
Assignment are due on the dates indicated in the course schedule. Failure to turn in assignments on time will result in a “0” for each missed assignment. Make-up assignments for missed work will only be possible in the case of emergencies, and you should contact me within 24 hours if such an emergency arises. In general, you can only make up one missed assignment (unless there is a documented emergency from Student Services that I accept). If you miss a book discussion, you will receive a “0” for each book discussion missed. The only way to make up partial credit for missing a book discussion is to meet with me during office hours to discuss the book. This must be done within a week of the deadline for the scheduled book. You will only be allowed one opportunity to make up missed book discussion (excepting extreme emergencies, which must be documented with Student Services). This policy of missed assignments also applies to other assignments (class participation, notes on primary source documents, online assignments, 1812 group discussion, research paper). One final note: if you wait until the end of the semester to submit any missed assignments, I will not accept them. Please be prompt in making up missed work (again, it should be completed the week after the deadline).
ATTENDANCE
Students are responsible for attending all face-to-face classes. This is extremely important, particularly since the class is interactive and we will be having discussions and group activities on a regular basis. Plus, it is a significant part of your class participation grade. I have found that regular class attendance generally improves the grades of students. Role will be taken at the beginning of each class. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). In addition, leaving early without permission will also count as an absence. **If you miss more than 6 class meetings, you will fail the course.** There are no exceptions to this rule. **If there is a medical or personal emergency that requires you to miss multiple classes, then you will need to provide documentation from UWG’s Student Services (no other documentation will be accepted).**

ACADEMIC HONESTY
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in no credit for the assignment and the possibility of a failing course grade. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: Student Handbook***

DISABILITIES ACT / ACCESSIBILITY FOR THE COURSE
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs: UWG Accessibility Services (phone: 678-839-6428). It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

STUDENT RIGHTS AND RESPONSIBILITIES
Students, please carefully review the following information at this link: UWG Common Language for Course Syllabi
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.

TECHNICAL REQUIREMENTS AND ASSISTANCE
Since this is a hybrid course where some of your assignments will be completed online, be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. **In addition, you will submit all written documents to CourseDen in Word or PDF format.** This is a mandatory requirement and not optional (Apple users, this means you must convert your documents to Word or PDF). Some assignments will allow you the option to use other formats like PowerPoint and YouTube videos.

TIME COMMITMENT
According to university’s “Credit Hour Policy,” it is expected that you will work at least 2 additional hours for each credit hour that you take. To put that in perspective, since you are taking 3 credit hours for this course, it is expected that you will work an additional 6 hours at home. I’m sure all of you are looking forward to having 6 hours of history homework!

GUIDELINES FOR WRITING ASSIGNMENTS

All writing assignments (response papers for books, online assignments, notes on documents, research paper, group project) should adhere to the following guidelines:

1. Writing assignments should meet the minimum writing length as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points. Meeting the minimum requirements normally results in a C grade, so expect to go beyond the minimum requirements if you want to score an A or B for each writing assignment.

2. Writing assignments (AND emails) are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of the assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts.

3. Writing assignments must be original AND analytical and should reflect effort. An assignment should not be a string of quotes with limited analysis; rather, most of the written assignment should be in your own words with a few quotes to illustrate your points. Too many quotes limits your own analysis, so you should aim for less than 20% of quoted material in your submissions (some papers are run through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis - I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.

4. You must provide specific examples from the assigned readings to support your main points. If you do use direct quotations, you must use quotation marks to indicate the exact wording from the source you are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with the world.”)

5. When using quotes from the readings, you must cite your sources. The research paper must follow proper formatting by using the Chicago Manual of Style, or Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. Refer to Turabian and Chicago Styles Citations for assistance. For the remaining writing assignments (book response papers, online assignments, notes on documents, group project), you can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A simple citation will suffice for these assignments: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work.

6. You may ONLY use the assigned readings for your assignment (excluding the research paper): DO NOT USE ANY OUTSIDE MATERIALS in your assignment. If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned and not the material from another source. I want to read your interpretation of the assigned sources and not what someone else has to say.

STUDENT CONDUCT

Students are obligated to abide by the guidelines detailed in the university catalog (Student Handbook). Respect and courtesy are required of all students while in the classroom. The following items are also mandatory:
1. No arriving late or leaving early for class meetings (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after role has been taken. Leaving early is defined as leaving class once the class has started and before it has ended. If you habitually arrive late or leave early, you will be asked to leave and will be counted absent for that day.

2. Any disruptive behavior will result in your dismissal from the room. If asked to leave, you will be counted as absent for that day (and lose class participation points). If disruptive behavior persists for multiple classes, you will receive a 0 (that is zero) for your entire class participation grade, as well as possible additional action. Rarely has this happened, but it has, so unfortunately I have to include this behavior policy just in case.

3. Electronic devices must be turned off during class unless permission is given to use them. Use of electronic devices without permission will result in your dismissal from the room. If you take notes on your electronic device, please let me know in advance so I can give you permission to use it. However, if you are caught using devices for non-class purposes, you will not be allowed to use the device for the remainder of the semester.

4. No recording any portion of the class or taking photos without my permission. If you have any documentation needs, please let me know.

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, an “F” for your class participation grade, as well as additional disciplinary action.

**IMPORTANT NOTE**
I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus and discuss it with you.

**COURSE SCHEDULE**
Classes that are online take place at home. All other classes will take place in HUMANITIES 131.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Meeting</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Humanities 131</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>January 10</td>
<td>Humanities 131</td>
<td>America in 1783</td>
<td>Read <em>The New Nation, 1783-1815</em></td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>Online</td>
<td>Primary source document</td>
<td><em>Observations on the Importance of the American Revolution</em></td>
<td>Complete the online assignment for this document</td>
</tr>
<tr>
<td>January 17</td>
<td>Humanities 131</td>
<td>Creating state and federal governments</td>
<td>Articles of Confederation</td>
<td>Take notes on each article. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>January 22</td>
<td>Humanities 131</td>
<td>Issues of the 1780s</td>
<td></td>
<td>Topics for research paper due (upload to CourseDen)</td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>January 29</td>
<td>Humanities 131</td>
<td>The Philadelphia Convention</td>
<td></td>
<td>and bring to class. No paper = dismissal from class.</td>
</tr>
<tr>
<td>January 31</td>
<td>Online</td>
<td>Primary source document</td>
<td>United States Constitution</td>
<td>Complete the online assignment for this document</td>
</tr>
<tr>
<td>February 5</td>
<td>Humanities 131</td>
<td>Guest Speaker</td>
<td></td>
<td>Bibliography for research paper due (upload to CourseDen)</td>
</tr>
<tr>
<td>February 7</td>
<td>Humanities 131</td>
<td>The Federalist perspective</td>
<td><em>Federalist Papers</em> (excerpts)</td>
<td>Take notes on the assigned <em>Federalist Papers</em>. Upload your notes to CourseDen by 12:30pm. Bring notes to class for discussion.</td>
</tr>
<tr>
<td>February 12</td>
<td>Online</td>
<td>Primary source document</td>
<td><em>The Antifederalist papers</em> (excerpts)</td>
<td>Complete the online assignment for these documents</td>
</tr>
<tr>
<td>February 14</td>
<td>Humanities 131</td>
<td>The Early 1790s</td>
<td></td>
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<tr>
<td>February 19</td>
<td>Humanities 131</td>
<td>The rise of partisan politics</td>
<td></td>
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<tr>
<td>February 21</td>
<td>Online</td>
<td>Primary source document</td>
<td><em>Party-Spirit Exposed</em></td>
<td>Complete the online assignment for this document</td>
</tr>
<tr>
<td>February 26</td>
<td>Humanities 131</td>
<td>Political crisis in the late 1790s</td>
<td><em>Alien &amp; Sedition Acts and Kentucky Resolutions</em></td>
<td>Take notes on the assigned documents. Upload your notes to CourseDen by 12:30pm. Bring notes to class for discussion</td>
</tr>
<tr>
<td>February 28</td>
<td>Humanities 131</td>
<td>Guest Speaker</td>
<td></td>
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<tr>
<td>March 5</td>
<td>Humanities 131</td>
<td>Westward expansion</td>
<td></td>
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<tr>
<td>March 7</td>
<td>Humanities 131</td>
<td>Westward expansion and the racial divide</td>
<td><em>A Selection of Some of the Most Interesting Narratives and Tecumseh’s Speech to the Osage</em></td>
<td>Take notes on the assigned documents. Upload your notes to CourseDen by 12:30pm. Bring notes to class for discussion</td>
</tr>
<tr>
<td>March 12</td>
<td>Humanities 131</td>
<td>Religion in the Early Republic</td>
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<tr>
<td>March 14</td>
<td>Humanities 131</td>
<td>Book discussion</td>
<td><em>A Midwife’s Tale</em> (Ulrich)</td>
<td>Complete response paper for book. Print and bring to class. No</td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<td>March 19</td>
<td>SPRING BREAK</td>
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<td>paper = dismissal from class.</td>
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<tr>
<td>March 21</td>
<td>SPRING BREAK</td>
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<tr>
<td>March 26</td>
<td>Humanities 131</td>
<td>Slavery in the Early Republic</td>
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<tr>
<td>March 28</td>
<td>Humanities 131</td>
<td>The debate over race</td>
<td>Notes on Virginia and Letter to Thomas Jefferson</td>
<td>Take notes on the assigned documents. Upload your notes to CourseDen by 12:30pm. Bring notes to class for discussion</td>
</tr>
<tr>
<td>April 2</td>
<td>Online</td>
<td>Research paper</td>
<td></td>
<td>Work on research paper</td>
</tr>
<tr>
<td>April 4</td>
<td>Online</td>
<td>Research paper</td>
<td></td>
<td>Research Paper due</td>
</tr>
<tr>
<td>April 9</td>
<td>Humanities 131</td>
<td>Economic transformation of America</td>
<td></td>
<td></td>
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<tr>
<td>April 11</td>
<td>Online</td>
<td>Political strife under Jefferson and Madison</td>
<td>Colonel Pickering to the People of the United States, Letters I &amp; II</td>
<td>Complete the online assignment for this document</td>
</tr>
<tr>
<td>April 16</td>
<td>Humanities 131</td>
<td>Growing tensions with Europe</td>
<td></td>
<td></td>
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<tr>
<td>April 18</td>
<td>Humanities 131</td>
<td>The coming of the War of 1812</td>
<td>Special Message to Congress</td>
<td>Take notes on the assigned documents. Upload your notes to CourseDen by 12:30pm. Bring notes to class for discussion.</td>
</tr>
<tr>
<td>April 23</td>
<td>Humanities 131</td>
<td>The War of 1812</td>
<td>1812 (Borneman)</td>
<td>1812 Group Project</td>
</tr>
<tr>
<td>April 25</td>
<td>Humanities 131</td>
<td>The United States at 1815</td>
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