

HISTORY 111-07: U.S. HISTORY TO 1877

WORCESTER STATE UNIVERSITY | FALL 2023



Dr. Chris Fobare (Pronouns: he/him/his)



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Meeting Days and Times:

Tuesdays & Thursdays: 2:30-3:45



Location: Sullivan Academic Center 326

Course Description

The famous author and civil rights activist James Baldwin once commented that American history “is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.” This course examines how race, class, and gender intersected to define American history from European settlement to Reconstruction. We will explore such multi-faceted topics as settler colonialism, the transatlantic slave trade, the American Revolution, the Articles of Confederation and the Constitution, sectionalism, the Civil War, and ultimately, how Reconstruction—not the American Revolution—paved the way for the creation of the modern American nation.

Required Readings

Textbook: Eric Foner, Kathleen DuVal, and Lisa McGirr, *Give Me Liberty! An American History*, Seagull 7th edition, vol. 1 (New York: W.W. Norton, 2023). ISBN: 978-1324041344.

Please Note: You are required to either purchase, rent, or have regular access to the 6th or 7th edition of the textbook. Older editions do not reflect the same page numbers assigned for this class. I would discourage you from purchasing the E-book version of the textbook since it does not include page numbers. The 7th edition of the textbook will be available at the library circulation desk.

Additional Readings: We will also be reading primary sources (firsthand accounts) and secondary sources (articles and chapters written by historians). Free PDFs of all readings assigned for Thursdays are located in the “Readings” section of Blackboard.

Office Hours

Office hours are by appointment only. I am happy to meet with you immediately after class or schedule a Zoom meeting on a day and time that works for both of us. If you would like to schedule a Zoom meeting, please email me days and times that work for you. In your email, please explain what you would like to discuss so we can both be prepared for a substantive conversation.

Course Objectives

- Students will use historical thinking to contextualize, analyze, and interpret primary and secondary sources.
- Students will learn how to construct a thesis supported by relevant historical evidence.
- Students will learn and practice analytical thinking by writing several persuasive essays.
- Participating in class discussions will allow students to interrogate and analyze primary and secondary sources to better understand the factors that promote change and continuity over time (historical context).

Course Format

Lectures: Every Tuesday is devoted to lecture. Each lecture will provide a general historical overview of the topic or time period we are focused on for the week. The lecture slides will be available in each week's Blackboard module by 11:59 pm on Tuesdays. Lecture slides provide the equivalent of an outline, so it is crucial that you take detailed notes and not simply rely on the slides. Feel free to use a notebook, laptop, or tablet in class. With the exception of a documented accommodation, lectures may not be recorded or redistributed outside of this class.

Discussion Sections: Thursdays will focus entirely on discussing the assigned weekly readings. The readings listed for Thursdays must be completed *before* coming to class. I will break the class up into small groups, and together with your group members, you will practice the critical thinking and analytical skills that form the foundation of this course by discussing key debates, issues, or other factors you identified as important.



We will be discussing complicated topics and issues crucial to interrogating American history. Our class is a community of thinkers and learners, thus in order to promote open and honest discussions informed by a factual interpretation of the past, personal attacks, offensive language, or any other language or action that infringes on a student's ability to learn will not be tolerated in this course.

E-Mail

Feel free to reach out to me through email. Please allow a reasonable amount of time for a response (roughly 24 hours). Although I check my email daily, in certain instances, it may take me up to 48 hours to respond (especially on weekends).

- **Make sure to check your Worcester State University email daily.** It is important to check your WSU email daily in case I send the class a message or contact you directly. Please respond to any emails requiring a response within 24 hours.
- **A Friendly Reminder:** Always check the syllabus, the instructions for assignments, or other relevant handouts before emailing with questions. If you need clarification about course policies or requirements after consulting the relevant handout(s), feel free to email me with questions, we can meet after class, or we can schedule a Zoom meeting to address any questions or concerns.

Assignments & Grade Breakdown

Course Engagement

20% of your course grade

History 111 requires you to actively engage with the material we will explore weekly. A point system based on attendance, participation, and analyzing each week's assigned readings using the Perusall platform will determine your course engagement grade. The **weekly** point breakdown is as follows:

- **Attendance (2 points per class):** You will earn two points for attending each class. Attendance is defined as being present for the entire class period. Arriving significantly late to class, leaving significantly early, or in some other way being physically absent for a significant portion of a class (like taking an extremely long bathroom break) will be counted as an absence. This does not apply when you have spoken with me and received approval to arrive late or leave early (a sporting event, doctor's appointment, etc.).
- **Social Annotations using Perusall (3 points per week):** Up to three points can be earned for annotating the assigned readings posted on Perusall *before* coming to class on Thursdays. This collaborative approach encourages you to read closely and practice the critical thinking and analytical skills that serve as the basis of the Analyzing the Past assignments. *Please see the Perusall Guidelines handout on Blackboard for all the pertinent information related to the Perusall portion of your course engagement grade. We will discuss how to use the platform on January 25.*
- **Participation (2 points per discussion):** You will earn up to 2 points for participating in each class discussion. Participation means offering substantial comments relevant to the topic(s) or issue(s) we are exploring in that session, so preparation by completing the Perusall annotations is crucial. In short, participation means showing that you have completed the readings and can have an in-depth conversation about them. *Annotating the readings on Perusall will not be considered a substitute for participation.*
- **The course engagement grade is cumulative.** At the end of the semester, I will calculate your average by dividing the total number of points earned for the semester by the maximum number of points available. Your course engagement grade will be posted in the Blackboard gradebook during the last week of classes.

Analyzing the Past Papers

4 essays , 65% of your overall grade

You are required to write four 2-3 page Analyzing the Past papers. For each essay, you will be provided with a choice of essay questions. Choose one of the questions and write a persuasive (argumentative) essay that incorporates readings assigned for the class. **Any paper submission that includes print or digital sources not assigned for History 111 will earn a zero.** The paper questions, instructions, and other relevant information pertaining to this assignment will be posted in the Analyzing the Past section of Blackboard on the dates listed in the course schedule (see below).

The breakdown for the Analyzing the Past papers is as follows:

Paper 1: 10% | Paper 2: 20% | Paper 3: 20% | Paper 4: 15%

Engaging in intellectual discussion is one of the hallmarks of a college education. To this end, you are required to lead one discussion with a small group of your fellow classmates. A sign-up form will be posted in the Discussion Leadership folder during the second week of classes that asks you to select three Thursdays you would like to lead discussion. Please fill out and submit the form by **11:59 pm on Sunday, September 17**.

Final Analyzing the Past Paper Exemption: Earning a 91.5% or higher average for the semester will earn you an exemption from the final Analyzing the Past paper. Exemptions will be based on your average for the Course Engagement, Discussion Leadership, and first three Analyzing the Past paper grades. I will notify those students who earn an exemption by email during the last week of classes. Receiving an exemption means that you have earned an A for History 112 and are not required to submit the final Analyzing the Past paper. For those who do not earn an exemption, the fourth Analyzing the Past paper takes the place of a final exam.

Grade Scale

A	92.5-100	B-	80-83.5	D+	67-69.5
A-	90-92.5	C+	77-79.5	D	64-66.5
B+	86-89.5	C	73-76.5	D-	60-63.5
B	83-86.5	C-	70-73.5	F	< 59.5

Please be aware that grades represent an evaluation of the quality of work produced on assignments and exams. Under no circumstance will I entertain a request to arbitrarily alter your grade for the purpose of staying eligible for a sports team or because you need to maintain a certain GPA. Grades are earned (not given). Asking a professor to inflate your grade is highly unethical and unfair to other students in the class.

Course Policies

Reading Instructions

Reading all assignment-related handouts (including the syllabus) and following the instructions for *every* assignment is **required** for this class. I will not entertain requests to revise and resubmit any assignment for failing to follow the instructions. Additionally, pose any questions about the requirements and expectations for an assignment *before* submitting your work.

Policy for Extensions

All requests for deadline extensions will be considered on a case-by-case basis. That said, **extensions will only be considered for emergencies or when a *reasonable* accommodation is necessary**. Please do not request a

deadline extension because you have assignments or exams due in other classes (or because you did not realize an assignment was due). Due dates are available in the course schedule (see below), and a discussion leadership schedule will be posted in the “Discussion Leadership” section of Blackboard. A good way to manage the workload for the semester is to create a schedule of exam dates and deadlines for all of your classes. This can take on various forms, from setting reminders on your phone or scheduling alerts on your computer’s calendar program to using a paper planner to create a list of due dates.

A Note About Technology

You are responsible for addressing any technology-related problems or issues in a timely manner by visiting the IT Help Desk on the second floor of the Learning Resource Center or submitting an IT Help Desk ticket. In the rare instance that a technology-related matter *beyond your control* leads to an extended deadline, you must submit the assignment on or before the date and time of the extension. Please note that if you do not submit your paper on or before the extension deadline, you will lose $\frac{1}{3}$ of a letter grade per day, weekends included.

Policy for Emergencies and Prolonged Absences

Contact me as soon as possible if an unforeseen emergency requires you to miss several classes (4 or more). We will work together to ensure you stay on track and complete all required assignments. I will not accommodate any request for the submission of late work if a student misses more than three full weeks of the semester (6 classes) without contacting the Vice President for Student Affairs and providing the following information:

- Name
- Student Identification Number
- Dates/anticipated duration of absence
- Reason for absences (formal documentation of illness, hospitalization, family emergency, etc.).

In the rare instance that a documented emergency requires a prolonged period of absence or the deadline for one or more assignments to be adjusted, you remain responsible for submitting all assignments and attending class following any excused absences. Failing to attend class and submit assignments will negatively impact your grade and may lead you to fail the class.

Withdrawals and Incompletes: Accruing a significant number of absences means you have not met the basic requirements established by the Department of Education to earn the credit hours awarded for completing this course. If you find yourself in a situation where it is no longer possible to attend class regularly or submit most of the assigned work, the proper course of action is to contact the Registrar’s Office and **withdraw** from the course. A final grade of **incomplete** can only be granted if you have made satisfactory progress in the class and an emergency prevents you from submitting a portion of the assigned work by the end of the semester. In the rare case that an incomplete is filed with the Registrar’s Office, we will work out a deadline for submitting all remaining work that must be met or your grade will be based on the assignments submitted by the deadline to fulfill the incomplete. An incomplete will not be granted for any other reason besides a documented emergency.

Academic Honesty (Cheating and Plagiarism)

Academic honesty is necessary for the free exchange of ideas. Academic dishonesty includes both cheating and plagiarism. Plagiarism is the intentional or unintentional use of other people's ideas, words, and/or additional information borrowed from a source without providing a citation. The Writing History handout offers detailed directions on how to cite information for this class. Direct quotations, paraphrased information, ideas, or any other information borrowed from a source **require** a citation. Plagiarism also refers to self-plagiarism or re-purposing material you have already completed for another course or assignment. Cheating refers to giving and/or receiving unauthorized assistance in taking examinations or creating assigned or graded classwork. This includes using generative AI (ChatGPT, Google Bard, etc.) to produce parts of an essay or a full paper.

All students are bound by Worcester State's Academic Honesty Policy, which can be found at: <https://catalog.worcester.edu/undergraduate/academic-policies-procedures/academic-honesty/>

There is a *zero-tolerance* policy for academic dishonesty in this course. Any cheating, including plagiarism, will result in a zero (0) for the first occurrence. Any additional occurrences will lead to an "F" for the course.

Absences for Athletic Events

Playing a college sport is a demanding and rewarding experience. If you are a student athlete, you must inform me of any classes you will miss due to a sporting event. To be excused from class, I require an email or some form of official documentation from your coach or another appropriate official. Please email me close to the date of your absence so we can discuss any work that needs to be made up for class.

Accessibility

WSU is committed to providing equitable access and appropriate accommodations within courses and programs for students with disabilities. If you have a disability that requires reasonable accommodation, please visit the Student Accessibility Services' website (<https://www.worcester.edu/Student-Accessibility-Services/>), contact them at SAS@worchester.edu, or call 508-929-8733. They are located in Suite 131 of the Administration Building. Please be aware that accommodations cannot be enacted retroactively.

If you require accommodation, please email me the relevant paperwork before the end of the third week of classes.



Inclement Weather



The Worcester State University inclement weather policy governs the cancellation of classes. Please sign up for the RAVE alert system on the WSU website to receive emergency notifications, including campus closings due to weather, on your cell phone and through email. In certain rare instances, inclement weather that does not lead to

the cancellation of classes may force me to shift the day's class to Zoom since I live more than an hour away from the University.

Resources Available to Students

Mental Health: The Worcester State University Counseling Center offers confidential, therapeutic support to students with mental health concerns and/or facing pressures unique to college students. Services are also provided to students who are in crisis. If you would like to seek these free services, you can contact the center directly via email at counseling_WSU@worchester.edu or via telephone at (508) 929-8072.

The Student Emergency Fund was created to assist WSU students who encounter an unforeseen financial emergency or catastrophic event that would otherwise prevent them from continuing their education at Worcester State University.

- How to Apply for Emergency Funds: Email studentaffairs@worchester.edu or call (508) 929-8077 with questions. For more information or to apply, go to <https://www.worchester.edu/Student-Emergency-Fund/>.



Voting

The preservation of democracy depends on the active participation of citizens at the ballot box. American democracy is built on the principle that power is derived from the consent of the governed, meaning that candidates who win elections are vested with the power to govern (make laws). The January 6 insurrection and other recent debates about the preservation of democracy provide powerful illustrations of why voting and active civic engagement are crucial to the promotion of equality and justice in all of its forms. Exercise your voice at the ballot box by registering to vote and participate in the democratic process. Information on how to do so can be found using the following links:

Residents of Massachusetts can register to vote at: <https://www.sec.state.ma.us/ovr/>

Residents of all other states can find out how to register to vote at: <https://www.usa.gov/register-to-vote>

- Please note that you can vote by absentee ballot if you are attending college outside of the state in which you are a resident. Learn about the process of requesting an absentee ballot at: <https://www.usa.gov/absentee-voting>.

Policy on the Distribution of Course Lectures/Materials

Whether delivered in-person, virtually, or by another means, lectures and other comments by instructors are their intellectual property. Without written permission, student audio recording, video recording, photographing, or creating verbatim transcripts of any portion of what transpires in a course, including a class meeting held on Zoom

or another online platform, is prohibited. Furthermore, the use of any permitted recordings or transcripts is limited to their educational purpose in a course, as determined by the instructor.

- Unless otherwise indicated, all course materials, including but not limited to video recordings, audio recordings, transcripts, physical documents, electronic documents, and creative works, are the intellectual property of the instructor and/or Worcester State University. Course materials can be used only for individual educational purposes within the course, as defined by the instructor. Disseminating course materials to the broader public is prohibited without authorization.
- Several websites offer students opportunities to share course materials from their classes and to access course materials posted by others. Unless another copyright holder is indicated, all hardcopy and electronic course materials are copyrighted by the course instructor and/or Worcester State University, whether this is stated on the given material or not. **Any sharing of course materials through a website or other means outside of the approved activity of the course as determined by the instructor and without the instructor's express written permission is prohibited and may subject the individual sharing that material to discipline pursuant to the Worcester State Student Code of Conduct.**

Course Schedule

- Any assigned readings for Thursday discussions must be completed **before** coming to class -

You are responsible for all material presented in class, including any announcements and/or changes to class policies or the course schedule. Please speak with me if you are having a difficult time with the course!

Week 1: Course Introduction

Thursday,
September 7

Course Introduction


Week 2: The Columbian Exchange and Settler Colonialism

Tuesday,
September 12

Lecture: New Worlds for All

Textbook:

Give Me Liberty (6th & 7th editions), Chapter 1

 A scanned copy of the assigned textbook pages for the first two weeks is available in the **Perusall** section of Blackboard.

Thursday,
September 14

 Discussion

This week's class will introduce Perusall, the discussion leadership, and Analyzing the Past assignments. Feel free to bring your laptop, smartphone, or tablet with you to class in order to sign up for Perusall; however, this is not a requirement. A video walkthrough of the Perusall sign up process will be available in the Perusall section of Blackboard.

**Thursday,
September 14**

Discussion Leadership Sign Up Form Distributed and First Analyzing the Past Paper Questions Posted

You will receive an email link to the discussion leadership sign up form. **Please fill out and submit the the form by 11:59 pm on Sunday, September 17.** Anyone who does not submit the sign up form by the deadling will be assigned a discussion leadership date.

Week 3: The Atlantic World

Tuesday,
September 19

Lecture: The Transatlantic Slave Trade

Textbook:

Give Me Liberty (6th ed.), pp. 132-149

Give Me Liberty (7th ed.), pp. 131-148

Suggested Resource: Check out <https://www.slavevoyages.org> for an in-depth look at animations, primary sources, essays authored by historians, and other resources related to the transatlantic slave trade.

Thursday,
September 21

 Discussion

Reading(s): Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (excerpt); Alexander Falconbridge, "An Account of the Slave Trade on the Coast of Africa" (excerpt); Wendy Warren, "The Key of the Indies," from *New England Bound: Slavery and Colonization in Early America* (2016).

Week 4: The Great Puritan Migration & Its Discontents

Tuesday,
September 26

Lecture: Colonial New England

Textbook:

Give Me Liberty (6th ed.), pp. 64-85, 110-112

Give Me Liberty (7th ed.): pp. 64-85, 105-110

Thursday,
September 28

Discussion

Reading(s): Katherine A. Grandjean, “New World Tempests: Environment, Scarcity, and the Coming of the Pequot War.”

Week 5: The Origins of the American Revolution

Tuesday,
October 3

Lecture: The Crucible of War: The Origins of the American Revolution

Textbook:

Give Me Liberty (6th ed.), pp. 150-196

Give Me Liberty (7th ed.): pp. 148-202

Thursday,
October 5

Discussion

Reading(s): Thomas Jefferson, “A Summary View of the Rights of British America” (excerpt, 1774); Edmund Burke, “Speech to Parliament on Conciliation with the American Colonies” (excerpt, 1775); King George III’s Speech to Parliament (excerpt, 1775); Thomas Paine, *Common Sense* (excerpt, 1776)

Week 6: The Age of Revolutions

Tuesday,
October 10

Lecture: The American Revolution

Textbook:

Give Me Liberty (6th ed.), pp. 204-252

Give Me Liberty (7th ed.): pp. 203-249

Thursday,
October 12

Discussion

Matthew Lockwood, “Exiles of Revolution” from *To Begin the World Over Again: How the American Revolution Devastated the Globe*

ASSIGNMENT DUE
Thursday,
October 12

Analyzing the Past Paper 1

In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 1” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.

Week 7: The Birth of the American Republic

Tuesday,
October 17


Lecture: Confederation or Constitution? The American Nation Takes Shape


Textbook:

Give Me Liberty (6th ed.), pp. 253-288

Give Me Liberty (7th ed.): pp. 250-289

<p>Tuesday, October 17</p>	<p align="center"><u>Second Analyzing the Past Paper Questions Posted</u></p> <p>The questions for the second Analyzing the Past paper will be posted in the “Analyzing the Past” section of Blackboard by 11:59 p.m.</p>
<p>Thursday, October 19</p>	<p>The Early Republic: Washington’s America Textbook: <i>Give Me Liberty</i> (6th ed.), pp. 289-307 <i>Give Me Liberty</i> (7th ed.): pp. 287-302</p> <p>NOTE: In order to complete all of the material this semester, this week is devoted entirely to lecture; therefore, no annotations are required for this week.</p>
<p>Week 8: “The Empire of Liberty”</p>	
<p>Tuesday, October 24</p>	<p>Lecture: The Revolution of 1800: Jefferson’s Agrarian Republic</p> <p>Textbook: <i>Give Me Liberty</i> (6th ed.), pp. 308-325 <i>Give Me Liberty</i> (7th ed.): pp. 382-303</p>
<p>Thursday, October 26</p>	<p>… Discussion</p> <p>Reading(s): Thomas Jefferson’s First Inaugural Address (excerpt, 1801); Francis D. Cogliano, “Empire of Liberty,” from <i>Emperor of Liberty: Thomas Jefferson’s Foreign Policy</i>.</p>
<p>Week 9: The Consolidation of the White Republic</p>	
<p>Tuesday, October 31</p>	<p>Lecture: Jacksonian Democracy</p> <p>Textbook: <i>Give Me Liberty</i> (6th & 7th editions), Chapter 10</p>
<p>Thursday, November 2</p>	<p>… Discussion</p> <p>Reading(s): Jeffrey Ostler, “Removal and the Southern Indian Nations, 1830–1840s,” from <i>Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas</i>.</p>
<p>Week 10: The Slave Power</p>	
<p>Tuesday, November 7</p>	<p>Lecture: Cotton is King: The Peculiar Institution</p> <p>Textbook: <i>Give Me Liberty</i> (6th & 7th editions), Chapter 11</p>
<p>Thursday, November 9</p>	<p>… Discussion</p> <p>Reading(s): John Calhoun, “Slavery A Positive Good” (excerpt, 1837); Solomon Northup, <i>Twelve Years a Slave</i> (excerpt); James Henry Hammond, “Cotton is King” (excerpt, 1858); Charles Ball, “Time Did Not Reconcile Me To My Chains”; Frederick Douglass Fights a Slave Breaker.</p>
<p>ASSIGNMENT DUE Thursday, November 9</p>	<p align="center"><u>Analyzing the Past Paper 2</u></p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 2” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.</p>
<p>Week 11: From Antislavery to Abolitionism</p>	

<p>Tuesday, November 14</p>	<p>Lecture: The Slave’s Cause: Abolitionism and Reform in Antebellum America Textbook: <i>Give Me Liberty</i> (6th & 7th editions), Chapter 12</p>
<p>Tuesday November 14</p>	<p style="text-align: center;"><u>Analyzing the Past Paper 3 Questions Posted</u></p> <p>The questions for the third Analyzing the Past paper will be posted in the “Analyzing the Past” section of Blackboard by 11:59 p.m.</p>
<p>Thursday, November 16</p>	<p>Frederick Douglass, “What to the Slave is the Fourth of July?” (excerpt, 1852); Stanley Harrold, <i>American Abolitionism: Its Direct Political Impact from Colonial Times into Reconstruction</i> (excerpt, 2019).</p>
<p>Week 12: The Impending Crisis</p>	
<p>Tuesday, November 21</p>	<p>Lecture: The Sectional Armistice Implodes: The Origins of Civil War Textbook: <i>Give Me Liberty</i> (6th & 7th editions), Chapter 13</p>
<p>Thursday, November 23</p>	
<p>Week 13: The House Divides</p>	
<p>Tuesday, November 28</p>	<p>Lecture: The Civil War Textbook: <i>Give Me Liberty</i> (6th & 7th editions), Chapter 14</p>
<p>Thursday, November 30</p>	<p>🗨 Discussion Reading(s): Abraham Lincoln’s First Inaugural Address (excerpt, 1861); Alexander Stephens, Cornerstone Speech (excerpt, 1861); Horace Greeley, “The Prayer of Twenty Millions” (excerpt, 1862); Abraham Lincoln’s Second Inaugural Address (excerpt, 1865)</p>
<p>ASSIGNMENT DUE November 30</p>	<p style="text-align: center;"><u>Analyzing the Past Paper 3</u></p> <p>In order to receive full credit, your paper must be submitted to the “Analyzing the Past, Paper 3” submission portal no later than 11:59 pm. All late papers will be penalized 1/3 of a letter grade per day, weekends included.</p>
<p>Week 14: Rebuilding the American Republic</p>	
<p>Tuesday, December 5</p>	<p>Lecture: Reconstruction <i>Give Me Liberty</i> (6th & 7th editions), Chapter 15</p>

<p>Tuesday, December 5</p>	<p align="center"><u>Analyzing the Past Paper 4 Questions Posted</u></p> <p>The questions for the fourth Analyzing the Past paper will be posted in the “Analyzing the Past” section of Blackboard by 11:59 p.m.</p>
<p>Thursday, December 7</p>	<p> Discussion</p> <p>Reading(s): Jourdon Anderson, “To My Old Master;” Robert B. Elliot, “On The Need for Civil Rights,” (excerpt, 1874); Frederick Douglass, “Remembering the Civil War” (excerpt, 1877)</p>
<p>ASSIGNMENT DUE Thursday, December 21</p>	<p align="center"><u>Fourth Analyzing the Past Paper Due NO LATER Than 11:59 pm on December 21</u></p> <p>The fourth Analyzing the Past paper takes the place of a traditional final exam. As a result, we will not be meeting during the scheduled final exam period set by the Registrar’s Office. With the exception of a documented emergency, any essay submitted after 11:59 pm on December 21 will earn a 0.</p>