

GENERAL INFORMATION

Page 1

The United States to 1877
HIST 1377-05457
Fall 2006 - Dr. Lawrence Curry

I. TEACHING STAFF

<u>Title/Name</u>	<u>Office</u>	<u>Office Hours</u>	<u>UH Telephone</u>	<u>E-mail Address</u>
Instructor Dr. Lawrence Curry	643-AH	1-2 MW or by appointment	713-743-3117	lcurry@uh.edu
Teaching Assistants (TAs)				
Mr. Graham Cox	560-AH	TBA	713-743-3118	gcox@uh.edu
Ms. Subin Kim	662-AH	12 – 1 WF	713-743-3125	subinkim33@hotmail.com
Ms. Katy Lopez	662-AH	10 – 11 MW	713-743-3125	klopez@uh.edu
Mr. Jeffrey Womack	662-AH	12 – 1 WF	713-743-3125	jwomack@mail.uh.edu

II. LEARNING OUTCOMES: Students successfully completing this course should be able to

- attain and demonstrate a better understanding of some of the broad themes of American history from the early 1600s to the 1870s – e.g., “sense of mission,” religious diversity, localism, nationalism, federalism, democracy, individualism, racism, slavery, expansionism, political partisanship, sectionalism, secession, civil war, and reconstruction -- and their lasting effects on the United States today.
- attain and demonstrate a better understanding of what history is (i.e., the activity by which we analyze critically the human past) so that their knowledge of how historians cover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas will better equip them to understand themselves and the roles they play in addressing the issues facing humanity today.
- develop and improve their reading, critical thinking, and writing skills in relation to historical knowledge, issues, and the analysis of primary and secondary sources (i.e., improve their own intellectual self-reliance).

III. REQUIRED READINGS (listed in order of assignment during the semester)

- George Brown Tindall and David Emory Shi, *America, A Narrative History: Brief Sixth Edition*, Vol. I. (textbook).
- Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop*.
- Lawrence Curry (comp.) *History: The United States to 1877* (Primis Collection of Documents).
- Richard Hofstadter, *The American Political Tradition and the Men Who Made It*.
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*.

All of these books are available for purchase at the UH bookstore and on reserve in the UH library. All, except the compilation of documents by Prof. Curry, are also available for purchase from some local bookstores and online.

IV. COURSE STRUCTURE

A. Lectures and discussions

1. Forty meetings during the semester: three meetings each week, except when holidays or examinations are scheduled, on Monday, Wednesday, and Friday mornings from 11 o'clock

until approximately 11:50 in Auditorium 1 of Agnes Arnold Hall (Aud.1-AH). Consult the **Course Syllabus and Reading Assignments** handout for details.

2. Perfect attendance is not required, but regular attendance is strongly encouraged. TAs will monitor class attendance. To be counted present, arrive on time and stay until the period has ended. Excellent attendance—no more than three absences—will earn a bonus.
3. **NOTE THIS WELL:** if you are absent for any reason from **more than eight** of these 40 lecture or discussion class meetings, you may be dropped from the course.

B. Examinations

1. There will be four written examinations during the semester, scheduled as follows:

a. Exam I	Monday, 25 September	11 am - 11:50 am	Aud.1-AH
b. Exam II	Monday, 30 October	11 am - 11:50 am	Aud.1-AH
c. Make-up/ <i>optional</i> Exam	Wednesday, 6 December	11 am - 11:50 am	Aud.1-AH
d. Final Exam	Wednesday, 13 December	11 am - 1:50 pm	Aud.1-AH
2. Exam I, Exam II, and the Final Exam will include both multiple-choice and essay problems. The essay problems will require you to write short identification essays. The Make-up/*optional* Exam will contain only multiple-choice problems. On each exam, you will be expected to integrate material from the lectures, assigned readings, and discussions.
3. Bring a pen with blue or black ink and a No.2 pencil. The Department of History will provide blue books and/or multiple-choice answer sheets for each exam, as required.
4. **NOTE THIS WELL:** if you are absent from **both Exam I and Exam II**, you will be dropped from the course.
5. The teaching assistants will grade all exam papers. Papers from Exam I and Exam II will be returned and discussed in class. Students may pick up their Make-up/*optional* Exam and/or Final Exam papers from their TAs at the beginning of next semester. Students with questions about their performance on an exam should talk with the TAs who graded their papers.

V. GRADES

A. Procedure for Determining Final Course Grade

1. At the end of the semester, you will have **five** exam scores in the range of 0-100+: one for Exam I, one for Exam II, one for the Make-up/*optional* Exam, and two for the Final Exam.
2. The **lowest** of these five scores will **not** be counted. (If you do not take Exam I, or Exam II, or the Make-up/*optional* Exam, the resulting zero will be your lowest score.)
3. The **final** course grade will be based on the **average** of your four remaining scores, as follows:

93 and above = A	80 through 82 = B-	67 through 69 = D+
90 through 92 = A-	77 through 79 = C+	63 through 66 = D
87 through 89 = B+	73 through 76 = C	60 through 62 = D-
83 through 86 = B	70 through 72 = C-	59 and below = F

4. **Bonus points:** TAs may raise your final semester average by three points (e.g., from 79 to 82) to reward you for regular and excellent participation in (*not just attendance at*) class discussions **or** for an excellent record of class attendance (i.e., no more than three absences). When appropriate, TAs may award bonus points for both discussion participation and class attendance. **There is no other way to earn additional bonus points in this course.**

B. Administrative Notes

1. **Monday, 18 September, is the last day to drop the class without receiving a grade.**
NOTE: If you drop after 18 September but *before Exam II* (i.e., before 11 o'clock on 30 October), you will receive a grade of **W**, no matter what score you received on Exam I. If you drop *after Exam II* while doing failing work, you will receive a grade of **F** for the class.
If you drop while passing, you will receive a grade of **W**.
TAs may sign drop forms.
2. **Q-grade:** students who are eligible for and want to request a grade of **Q** (Quit – not passing) for this class must do so **between Tuesday, 19 September, and Wednesday, 1 November.**
[For more information on the **Q** grade, go to the UH website <www.uh.edu> and consult *Undergraduate Studies Catalog*, Academic Regulations and Degree Requirements, Grading System, Grade Explanations, paragraph #6.]
3. **Wednesday, 1 November, is the last day to drop the class,** except for rare, urgent, substantiated, nonacademic reasons approved by the dean of CLASS.
4. **Thanksgiving Day class holidays** are Wednesday through Saturday, 22 – 25 November.
5. Final exam scores and final course grades for students *who give their written permission* will be posted on the course Web site, pending university approval, no later than Monday afternoon, 19 December.
6. After the semester is over, you may obtain your final course letter grade by going to the UH Web site <www.uh.edu> and logging on to <Enrollment Services On-line> and clicking on <Grades> under the <Records> pull-down menu.

VI. COURSE WEB SITE: www.class.uh.edu/history/curry/1377/

At the appropriate times during the semester, the following items/information will be posted here.

- All informational handouts, study questions, and other printed materials prepared by Prof. Curry and initially distributed in class by TAs (*except exams*).
- All overhead transparencies used by Prof. Curry in his lectures (except maps).
- List of items from which Prof. Curry will select exam identification problems.
- Each student's five exam scores, bonus/penalty points, average semester score, and final semester grade, posted by a coded number, *pending university approval*.

COURSE SYLLABUS AND READING ASSIGNMENTS

Page 1

The United States to 1877
HIST 1377-05457
Fall 2006 - Dr. Lawrence Curry

The dates for the six discussion sessions and four written examinations—i.e., Exam I, Exam II, Make-up/Optional Exam, and Final Exam—shown in the shaded boxes on this syllabus are fixed and firm. They will not change. Therefore, you should complete the assigned readings for each discussion session by the dates indicated and be present and prepared to take the exams on the dates indicated.

The dates shown for the lecture topics, however, are targets or goals for when those topics will be taken up in class and may not be adhered to exactly. The textbook chapters, the chapters from Hofstadter's *American Political Tradition*, and the selections from the *Primis* collection of documents that are listed beneath each of the lecture topics deal in general with the subject matter to be taken up in the lectures on those topics and should be read by the target dates.

Some assigned readings will be listed two times: once under the title of a lecture topic, where it is most appropriate, and again as one of the selections to be considered in a discussion session. Don't let the double listing confuse you. Read those selections at least once, but twice if you need to.

PART ONE:

ORIGINS AND DEVELOPMENT OF AMERICAN CULTURE, 1600-1850

Review	Administration and Introduction <ul style="list-style-type: none">• Tindall and Shi, <i>America</i>, Contents, Preface, and chapter 1	Mon, 21 – Fri, 25 Aug
Topic I	American Sense of Mission <ul style="list-style-type: none">• Tindall and Shi, <i>America</i>, chapter 2• Selection from <i>Primis</i> collection of documents:<ul style="list-style-type: none">• 1630: John Winthrop's Model of Christian Charity, pp. 1-4	Mon, 28 Aug
Topic II	Evangelical Revivalistic Protestantism <ul style="list-style-type: none">• Tindall and Shi, <i>America</i>, chapter 3• Selection from <i>Primis</i> collection of documents:<ul style="list-style-type: none">• 1741: Jonathan Edwards, "The Punishment of the Wicked," pp. 5-6• 1801 – 1805: Autobiography of Peter Cartwright, the Backwoods Preacher, pp. 39-41	Wed, 30 Aug
Topic IIIA	Localism and Nationalism <ul style="list-style-type: none">• Tindall and Shi, <i>America</i>, chapters 4, and 5• Selection from <i>Primis</i> collection of documents:<ul style="list-style-type: none">• 1765: Resolutions of the Stamp Act Congress, pp. 7-8• March 5, 1770: Two Accounts of the Boston Massacre, pp. 9-13	Fri, 1 – Mon, 11 Sep

Discussion Session #1 [See separate handout for study questions] <ul style="list-style-type: none">• Edmund S. Morgan, <i>The Puritan Dilemma: The Story of John Winthrop</i>• Selection from <i>Primis</i> collection of documents: [What does it say? What does it mean? Why does it matter?]<ul style="list-style-type: none">• 1630: John Winthrop's Model of Christian Charity, pp. 1-4• 1741: Jonathan Edwards, "The Punishment of the Wicked," pp. 5-6	Fri, 8 Sep
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Topic IIIB From Revolution to "A More Perfect Union" Wed, 13 – Wed, 21 Sep

- Tindall and Shi, *America*, chapters 6, 7 and, in the appendix, ,
 - Declaration of Independence, pp. A43-A47
 - Articles of Confederation, pp. A48-A55
 - Constitution of the United States pp. A56-A66
 - Bill of Rights, pp. A66-A68
- Hofstadter, *American Political Tradition*, chapter on Founding Fathers
- Selections from *Primis* collection of documents:
 - October 14, 1774: Resolves of the Continental Congress, pp. 14-15
 - April 1775: British and American Versions of the Battle of Lexington, pp. 16-18
 - July 6, 1775: Congress Declares the "Necessity of Taking Up Arms," pp. 19-20
 - January 10, 1776: Thomas Paine, from *Common Sense*, pp. 21-22
 - June 2, 1776: The Resolution for Independence, p. 23
 - 1787: James Madison, from The Federalist Number 10, pp. 24-27
 - 1788: Patrick Henry on the Proposed Constitution, pp. 28-29

Discussion Session #2 [See separate handout for study questions] Friday, 22 September

- Hofstadter, *American Political Tradition*: "Introduction" and "Founding Fathers"
- Selections from *Primis*: [What does it say? What does it mean? Why does it matter?]
 - 1765: Resolutions of the Stamp Act Congress, pp. 7-8
 - October 14, 1774: Resolves of the Continental Congress, pp. 14-15
 - July 6, 1775: Congress Declares the "Necessity of Taking Up Arms," pp. 19-20
 - 1787: James Madison, from The Federalist Number 10, pp. 24-27
- Selections from Tindall and Shi, *America*:
 - The Declaration of Independence, appendix pp. A45-A47
 - Articles of Confederation [especially Arts. II, V, VIII, XIII], appendix pp. A48-A55
 - The Constitution of the United States and Bill of Rights, appendix pp. A56-A68

EXAMINATION I Monday, 25 September

On all material covered from beginning of semester through Friday, 22 September.

Multiple-choice *and* essay problems.

Exam blue books and answer sheets will be returned in class on Wednesday, 4 October.

Topic IV Hamiltonianism and Jeffersonianism Wed, 27 Sep – Wed, 4 Oct

- Tindall and Shi, *America*, chapters 8 and 9
- Hofstadter, *American Political Tradition*, chapter on Thomas Jefferson
- Selections from *Primis*:
 - 1785: Excerpts on Education, from Thomas Jefferson's *Notes on Virginia*, pp. 37-38
 - 1786: Virginia Statute for Establishing Religious Freedom, pp. 117-118
 - 1791: Letter from Jefferson to Washington on Constitutionality of the Bank, pp. 30-32
 - June 25 and July 14, 1798: The Alien Act; The Sedition Act, pp. 33-34
 - November 16, 1798: The Kentucky Resolutions, pp. 35-36
 - March 1, 1801: Thomas Jefferson's First Inaugural Address, pp. 42-44
 - February 24, 1803: *Marbury v. Madison*: Chief Justice Marshall for the

Supreme Court, pp. 45-47

- August 12, 1803: Thomas Jefferson, Letter to John Breckenridge on the Louisiana Purchase, pp. 48-49
- 1803: Senator White, Speech Opposing the Louisiana Purchase, pp. 50-51
- March 7, 1819: John Marshall, *McCulloch v. Maryland*, pp. 56-58

Topic V Idealism and Realism in American Foreign Policy **Fri, 6 – Mon, 9 Oct**

- Tindall and Shi, *America*, appropriate portions of chapters 7, 8, 9, and 10
- Selections from *Primis*
 - June 14, 1812: James Madison, War Message to Congress, pp. 52-53
 - January 1815: Report and Resolutions of the Hartford Convention, pp. 54-55
 - 1823: The Monroe Doctrine, pp. 113-114

Topic VI Democracy and Individualism **Wed, 11 – Mon, 16 Oct**

- Tindall and Shi, *America*, chapters 10 and 11
- Hofstadter, *American Political Tradition*, chapter on Andrew Jackson
- Selection from *Primis*:
 - July 10, 1832: Andrew Jackson, Bank Veto Message, pp. 59-60
 - July 11, 1832: Daniel Webster, Reply to Jackson's Veto Message, pp. 61-62
 - February 14, 1837: Chief Justice Taney, *Charles River Bridge v. Warren Bridge*, pp. 63-64

Discussion Session #3 [See separate handout for study questions] **Friday, 13 October**

- Hofstadter, *American Political Tradition*: Thomas Jefferson and Andrew Jackson
- Selections from *Primis*: [What does it say? What does it mean? Why does it matter?]
 - June 25 and July 14, 1798: The Alien Act; The Sedition Act, pp. 33-34
 - November 16, 1798: The Kentucky Resolutions, pp. 35-36
 - March 1, 1801: Thomas Jefferson's First Inaugural Address, pp. 42-44
 - February 24, 1803: *Marbury v. Madison*: Chief Justice Marshall for Supreme Court, pp. 45-47
 - March 7, 1819: John Marshall, *McCulloch v. Maryland*, pp. 56-58
 - July 10, 1832: Andrew Jackson, Bank Veto Message, pp. 59-60
 - July 11, 1832: Daniel Webster, Reply to Jackson's Veto Message, pp. 61-62
 - February 14, 1837: Chief Justice Taney, *Charles River Bridge v. Warren Bridge*, pp. 63-64

Topic VII Racism and Slavery **Wed, 18 – Fri 20, Oct**

- Tindall and Shi, *America*, chapter 15
- Selections from *Primis*:
 - 1829: David Walker, Appeal to the Coloured Citizens of the World, pp. 77-78
 - 1831: The Confessions of Nat Turner, pp. 65-66
 - 1839: Theodore D. Weld, *American Slavery As It Is*, pp. 67-69
 - 1847: Frederick Douglass, Editorial from *North Star*, vol. 1, no. 1, p. 79

Topic VIII Expansionism **Mon, 23 – Wed, 25 Oct**

- Tindall and Shi, *America*, chapter 14
- Selections from *Primis*
 - 1845: John L. O'Sullivan, Manifest Destiny, pp. 80-82
 - March 1, 1836: The Texas Declaration of Independence, p. 83
 - May 11, 1846: Polk Asks Congress for War Against Mexico, pp. 84-85

Discussion Session #4 [See separate handout for study questions]

Friday, 27 October

- Douglass, *Narrative of the Life of Frederick Douglass*
- Selection from *Primis*: [What does it say? What does it mean? Why does it matter?]
 - 1829: David Walker, *Appeal to the Coloured Citizens of the World*, pp. 77-78
 - 1839: Theodore D. Weld, *American Slavery As It Is*, pp. 67-69
 - 1847: Frederick Douglass, Editorial from *North Star*, vol. 1, no. 1, p. 79

EXAMINATION II

Monday, 30 October

On all material covered from Exam I through Friday, 27 October.

Multiple-choice *and* essay problems.

Exam blue books and answer sheets will be returned in class on Wednesday, 8 November.

PART TWO:

MORAL AND POLITICAL CRISIS IN THE YOUNG REPUBLIC, 1830-1877

Topic I

America at Mid-Century

Wed, 1 Nov

- Tindall and Shi, *America*, chapters 12 and 13
- Selections from *Primis*:
 - 1838: Sarah Grimké: "Legal Disabilities of Women," pp. 70-71
 - July 1848: The Seneca Falls Declarations of Sentiments and Resolutions, pp. 72-74

Topic II

Growing Controversy over Slavery

Fri, 3 – Mon, 6 Nov

- Tindall and Shi, *America*, chapter 16
- Hofstadter, *American Political Tradition*, chapter on Wendell Phillips
- Selection from *Primis*:
 - January 1, 1831: William Lloyd Garrison: Editorial in the *Liberator*, Volume 1, pp. 75-76
 - * July 4, 1852: Frederick Douglass, "What to the Slave is the Fourth of July?" pp. 119-123
 - 1857: George Fitzhugh, *Cannibals All!* pp. 93-94

Topic III

Breakdown of Politics and Destruction of the Union

Wed, 8 – Wed, 15 Nov

- Tindall and Shi, *America*, chapter 16
- Hofstadter, *American Political Tradition*, chapter on John C. Calhoun
- Selections from *Primis*:
 - 1850: Calhoun Speaks Against the Compromise of 1850, pp. 86-89
 - 1850: The Fugitive Slave Act, p. 90
 - 1850: An African-American Response to the Fugitive Slave Act, p. 91
 - May 1854: The Kansas-Nebraska Act, p. 92
 - March 6, 1857: *Dred Scott v. Sanford*, pp. 95-96
 - 1858: Lincoln on the "House Divided," pp. 98-99
 - 1860: John Brown: A Letter from Jail, p. 97
 - December 5, 1860: President Buchanan Explains His Dilemma, pp. 100-101

Discussion Session #5 [See separate handout for study questions]**Friday, 17 November**

- Hofstadter, *American Political Tradition*: John C. Calhoun and Wendell Phillips
- Selections from *Primis*: [What does it say? What does it mean? Why does it matter?]
 - 1850: Calhoun Speaks Against the Compromise of 1850, pp. 86-89
 - 1850: The Fugitive Slave Act, p. 90
 - May 1854: The Kansas-Nebraska Act, p. 92
 - March 6, 1857: *Dred Scott v. Sanford*, pp. 95-96
 - December 20, 1860: South Carolina Secedes, p. 102
 - March 4, 1861: Abraham Lincoln, The First Inaugural Address, pp. 103-104
 - March 11, 1861: The Constitution of the Confederacy, pp. 105-106

Topic IV Civil War and Reconstruction**Mon, 20 Nov – Fri, 1 Dec**

- Tindall and Shi, *America*, chapters 17, 18 and, in the appendix, Amendments XIII, XIV, and XV to the U.S. Constitution, pp. A69-A71
- Hofstadter, *American Political Tradition*, chapter on Abraham Lincoln
- Selections from *Primis*:
 - December 20, 1860: South Carolina Secedes, p. 102
 - March 4, 1861: Abraham Lincoln, The First Inaugural Address, pp. 103-104
 - March 11, 1861: The Constitution of the Confederacy, pp. 105-106
 - (January 1) 1863: (Lincoln's) Emancipation Proclamation, pp. 115-116
 - (November 19, 1863): Abraham Lincoln, Address at Dedication of Gettysburg Cemetery (a.k.a. Lincoln's Gettysburg Address), p. 124
 - March 4, 1865: Abraham Lincoln, The Second Inaugural Address, p. 107
 - 1866: Frederick Douglass, "Reconstruction," p. 108
 - 1865: The Mississippi Black Code, p. 109
 - 1867: Thaddeus Stevens, "A Punishment to Traitors." p. 110
 - 1870: Charles Sumner, "Equal Rights," p. 111
 - 1874: Alabama "Redeemers," p. 112

Discussion Session #6 [See separate handout for study questions]**Friday, 1 December**

- Hofstadter, *American Political Tradition*: Abraham Lincoln
- Selections from *Primis*: [What does it say? What does it mean? Why does it matter?]
 - (November 19, 1863): Abraham Lincoln, Address at Dedication of Gettysburg Cemetery, p. 124
 - March 4, 1865: Abraham Lincoln, The Second Inaugural Address, p. 107
 - 1866: Frederick Douglass, "Reconstruction," p. 108
 - 1865: The Mississippi Black Code, p. 109
- Selections from Tindall and Shi, *America*:
 - Amendments XIII, XIV, and XV to the U.S. Constitution, appendix pp. A69-A71

**INFORMATION ABOUT THE MAKE-UP/OPTIONAL EXAM AND THE FINAL EXAM
AND
INSTRUCTIONS FOR HOW TO CALCULATE YOUR FINAL SEMESTER GRADE
APPEAR ON THE FOLLOWING PAGE.**

MAKE-UP/OPTIONAL EXAMINATION**Wednesday, 6 December
11 – 11:50 am in Auditorium 1-AH**

Primarily for students who missed either Exam I or Exam II but also available for any students who want to take it, whether or not they missed Exam I or Exam II.

On all material covered from the beginning of the semester through Exam II.

Nothing on material covered since Exam II.

Multiple-choice problems only; no essay problems.

Pending university approval, scores will be posted at a time and place to be determined and announced later.

FINAL EXAMINATION**Wednesday, 1 December
11 a.m. - 1:50 p.m. in Auditorium 1-AH**

Cumulative examination with *emphasis* on material covered since Exam II.

Multiple-choice *and* essay problems.

Pending university approval, scores and grades will be posted by Monday afternoon, 19 December, at a location to be announced.

To determine your letter grade, enter your numbers on the lines below and do the math.

1. Score for exam I = _____
2. Score for exam II = _____
3. Score for make-up/optional exam (if you did not take it, then it's zero) = _____
4. One-half the total score for final exam = _____
5. One-half the total score for final exam = _____
6. **Sum** of all five scores (add lines 1 through 5) = _____
7. Lowest of all five exam scores = _____
8. **Remainder** after lowest score is subtracted from sum of all scores (subtract line 7 from line 6) = _____
9. **Average** of four best exam scores (divide line 8 by the number 4) = _____
10. Bonus points for discussion participation and/or class attendance (if none, then zero) = _____
11. **Sum** of exam scores average and bonus points (add lines 9 and 10) = _____

Consult the table on page 2 of the General Information handout to convert the number on line 11 to your letter grade for the entire semester. (Round .5 and higher up to next whole number.)

Please note: you cannot do additional work to raise your final semester grade. This is it.

DISCUSSION SESSIONS

Policy and procedures

The United States to 1877

HIST 1377-05457

Fall 2006 - Dr. Curry

Six of this semester's class meetings will be devoted to a discussion—a conversation, if you will—among students and instructor about the reading material assigned for each session. The scheduled dates for those discussion sessions are:

- #1. **Friday, 8 September**
- #2. **Friday, 22 September**
- #3. **Friday, 13 October**
- #4. **Friday, 27 October**
- #5. **Friday, 17 November**
- #6. **Friday, 1 December**

For each session's detailed assignments, consult the **Course Syllabus and Reading Assignments** handout.

Although it may at first appear to be difficult, you should attempt to join in the conversation during each of these sessions and talk about the assigned readings, especially if you are able to make comments that go beyond a mere recapitulation of the assignments.

At the very least, you should read the assignments *before* each session and be able to demonstrate a satisfactory understanding of the readings if called upon to do so.

Prior to each discussion session, the instructor will distribute a list of questions that should help you read the assigned selections most effectively. The discussion sessions themselves may not provide an answer for every question on those lists, but the questions, even if unanswered, should help you with your reading.

For each assigned reading—textbook, books, documents—you should try to answer these three general questions:

1. **What does it say?**
2. **What does it mean?**
3. **Why does it matter?**

In these discussion sessions, it's not how much you talk, but what you say, that is most important. **It's quality, not quantity that counts.**

Bonus points: At the end of the semester, your teaching assistant may raise your final semester average by as much as three points (e.g., from 59 to 62 or from 85 to 88) to reward you for your *regular and excellent* participation in class discussions.

OPTIONAL DISCUSSION SESSIONS IN SMALL GROUPS

If the thought of actively participating in a discussion in a very large group does not appeal to you, you may earn bonus points by participating in a *small discussion group* led by your instructor or the teaching assistants *instead of or in addition to* the large class discussions.

The small group meetings will be held on the same six Fridays as the large class discussion sessions and will deal with the same assigned readings. The small groups will meet from 1 until 2:20 o'clock in a room to be announced later.