



HIST 1301.04B
HISTORY OF THE UNITED STATES THROUGH RECONSTRUCTION
COURSE SYLLABUS: SPRING 2021



Political cartoon penned by Benjamin Franklin. The *Pennsylvania Gazette* May 9, 1754.

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross; she/her)
Class Time: MWF 1:00pm – 1:50pm
Class Location: Class will be over Zoom at the time indicated
Office Location: Ferguson Social Sciences 104 (away from office due to pandemic)
Office Hours: Appointments for Zoom meetings can be made TR 9:00am – 5:00pm;
Email is available 24/7
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends
Graduate Assistant: TBA
GA Email: TBA

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE INFORMATION

Welcome to the History of the United States through Reconstruction! Have you wondered how we got here as a country? What can the past tell us about the present? Can the past tell us something about our future? What does it mean to be an American, anyway? You are in luck because we will be learning about all this and more in this course. We will cover the main themes of U.S. History from the ancient past through the end of the Civil War. We will study political, economic, social, and cultural developments to give you a basic understanding of the history of this country. Some of what we talk about will be complex, controversial, contradicting, surprising, and ironic. You will also learn how to evaluate historical information effectively, understanding the balance between factual knowledge and critical analysis. This is not a class focused on memorizing facts, facts, facts. This point of history is understanding how those facts fit into the larger picture and why it matters for us today. You will be required to do a good bit of reading, writing, and thinking. This will all help you improve your skills as a university student, making you more educated, more employable, and a well-rounded individual. Go Lions!

Materials:

[FREE TEXTBOOK] The American Yawp: A Massively Collaborative Open U.S. History Textbook, Volume 1. <https://www.americanyawp.com/>

Note: This is a free online textbook created by over 300 History professors across the United States. It is filled with colorful images and is easy to read on the screen. This excellent resource helps to lower the cost of your education. Traditional textbooks are usually \$100 or more! If you prefer a PDF copy of the textbook (black and white images, so not as exciting) that you can download and read without internet access, click here:

https://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf

If you prefer a \$25.00 print copy from Stanford University Press, click here:

<https://www.sup.org/books/title/?id=27850>

[FREE PRIMARY SOURCE READER] The American Yawp Reader: A Documentary Companion to the American Yawp, Volume 1. <https://www.americanyawp.com/reader.html>

Note: This primary source reader goes along with your textbook. People who lived in the past create primary sources. There are documents, full color images, and some multimedia.

If you prefer a PDF copy of the reader (black and white images, no multimedia), click here: <https://www.americanyawp.com/reader/wp-content/uploads/The-American-Yawp-Reader-Vol-1-Fall-2020.pdf>

Additional resources including videos and podcasts will be available in D2L.

A Note about the Course Texts:

The university and I expect you to read the assigned texts. Doing well in the class will be difficult if you do not keep up with the reading assignments. Class discussion, quizzes, and exams are based on the textbook, reader, and lecture.

Catalog Course Description:

A broad interdisciplinary course in the historical development of the United States and North America to 1877. Assignments will focus on reading, writing, and analysis. Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Student Learning Outcomes:

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The readings, recommended multimedia (videos and podcasts), and assignments are listed for each UNIT in D2L. Each UNIT corresponds to a week in the semester. The Zoom Meeting Links for each class are found under CONTENT. Monday, Wednesday, and Friday we will have lecture and discussion using Zoom at the time indicated on the class schedule. You must complete each UNIT by the due date indicated but you are free to work ahead. All assignments must be submitted through D2L; no emailed assignments please. Download the Zoom app, sign up for a free account, and familiarize yourself with Zoom and D2L on the first day of the semester.

Visit <https://zoom.us/> to download the Zoom app and create a free account. For Frequently Asked Questions (FAQ) including system requirements and how to use the app, visit <https://support.zoom.us/hc/en-us/articles/206175806>. It helps to have more of a “face to face” classroom experience if you turn your camera on and use your microphone to engage in discussion. However, I do not require this if you do not feel comfortable doing so. Zoom has a chat feature that you can use for discussion or questions, but please know it takes more time than speaking. If you do not want your surrounding environment to show on your camera during class, feel free to use a virtual background of your choice as long as it is not too distracting to your classmates or professor. If you have problems with poor connectivity when using the video function, you may turn off your camera during class.

Grading

Academic Honesty Quiz

About Me! Post	50
Midterm Exam	100
Final Exam	100
Multiple Choice Quizzes (15 @ 10 points each)	150
Discussion Thread (10 @ 20 points each – 10 post/10 response)	200
Engagement (class attendance, class discussion, due dates)	50

TOTAL: 700 points

Semester Grades: A, Excellent: 100-90%; B, Good: 89-80%; C, Average: 79-70%; D, Below Average: 69-60%; F, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay
- F = Even worse than above; completely off topic; no work submission

Academic Honesty Quiz:

All students must complete the Academic Honesty Quiz before completing any written assignments. No written assignment grades will be released to the student until submission of the Academic Honesty Quiz is complete. This will be your first EASY 50 points in the course!

About Me! Post:

This assignment asks students to upload a picture that says something about you. It doesn't have to be "you" but can be anything that would help the class get to know you. Then write a paragraph or two about yourself. You can include any information you feel comfortable sharing. Some possible ideas are: where you are from, your major, what you plan to do after college, what you find interesting about history, your favorite classroom activity, and anything else you would like to share. In the past students have talked about being from other countries, travels, favorite foods, kids, books, music, pets, and hobbies. I will also post my own About Me! After posting, take a look at your classmates' posts. Notice the diversity and interests among your fellow Lions. Feel free to engage in discussion and ask questions. This is our opportunity to get to know one another and it will help when you begin interacting with each other in class. This will be your second EASY 50 points in the course!

Midterm and Final Exams:

There will be two non-comprehensive exams, consisting of three short essays each (expect 3 to 4 pages total for each exam). I will post the exams at least one week prior to the deadline. You will upload them to the appropriate Dropbox as a Word document (if using Google Docs make sure to save as .doc or .docx). D2L automatically filters all exams through Turnitin, a paper originality application (See the policy on Academic Honesty). You can use any class resources to complete the exams; no outside sources.

To receive better than a 75%, your exam must include at least three pieces of cited evidence from the readings; direct quotes of no more than one sentence in length or paraphrase. You can note specific readings either in the text (In Abraham Lincoln's Gettysburg Address he stated...), or using MLA format for primary sources or the textbook (Lincoln or American Yawp, Chapter 16, Section 2).

Avoid the use of first person and write professionally with accurate spelling and grammar. Exams will require critical reflection on material learned in the course. Each exam is graded on a 100-point scale. These exams are challenging but if you take your time, prepare yourself, and pay attention to detail, think of the points!

Quizzes:

After completing the assigned reading in each UNIT students will complete a short multiple choice quiz to assess retention of material. Do not begin the quiz until you complete the reading. Quizzes have a 30-minute time limit, leaving little opportunity to look up the answers. There will be 15 quizzes worth 10 points each. More EASY points (as long as you do your reading)!

Discussion Thread:

There will be 10 discussion questions posted in D2L. See the schedule for the UNIT and due dates. For each discussion question, you will write a 6 to 8 sentence paragraph response based on your understanding of the readings and lecture. Some of these questions are easy and some are more complex. All of them will require you to think analytically. Your answer does not have to be perfect but it should show engagement with the readings and critical thinking. It should reference specific readings either in the text (In Abraham Lincoln's Gettysburg Address he stated...) or using MLA format for primary sources or the textbook (Lincoln or American Yawp, Chapter 16, Section 2).

After contributing your post to the discussion, you will be able to see the posts of your classmates. Look through them and choose 1 post to comment on. You can either make an additional observation, respectfully disagree noting why (and provide supporting evidence), or pose a question. Your comment should be no longer than a 4 to 6 sentence paragraph. You should not just restate the original post or write that you agree/disagree or like/dislike it. Please remember behind every keyboard is a human being. Treat each other with respect. Each discussion is worth 20 points, divided between 10 points for your original post and 10 points for your comment. If you make each one count, that's A LOT of points!

Engagement:

Regular engagement and keeping up with the material is critical in this course. How do I measure engagement in an online class? Engagement will be measured based on students attending live

lectures over Zoom, engaging in class discussion, asking/answering questions in class, consistently logging into the course, spending time working in D2L, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. You should login to the course at least as often as you would attend a face-to-face class (three times a week in this case!) and complete the work assigned. For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. University classes can be difficult but not impossible with strict time management. Engagement is worth a maximum of 50 points, which can sometimes be the difference between a C- and a B- or can turn a B- into an A!

Remember:

Read and review the syllabus

Attend Zoom classes. Be present both physically and mentally.

Check D2L

Complete assignments by the due date

Contact me whenever you have questions or concerns

TECHNOLOGY REQUIREMENTS

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LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a

backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Interaction with Instructor Statement:

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends. When sending an email always do the following:

1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.

2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 1301.04B.

3) Use clear, formal English in your emails. Before sending ask yourself, “Would I send this email to my boss?” If not, revise it for professionalism.

3) End the email with your first and last name, that is “sign” your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

Course Specific Procedures/Policies

All writing assignments should be in standard format – Times New Roman or Arial, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

MLA citation style is parenthetical with author and page number; use for quotations and paraphrasing. It should look like this:

Jurgis is injured on the job and the doctor orders him to stay in bed for two months or risk lameness in his leg for life (Sinclair, 121). With this event and its economic consequences, the author highlights how catastrophic a workplace injury could be for workers in the nineteenth century with no financial safety net.

You can find a MLA quick style guide here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Late Assignments:

Any work submitted past the due date may receive a late penalty without prior written approval by the instructor. If you need an extension email me before the due date.

Extra Credit:

There is no extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

Student Conduct:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

Academic Honesty:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Students with Disabilities Information:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

COURSE OUTLINE / CALENDAR

Reading links will be live in D2L.

There are textbook reading assignments and several primary resources. I expect you to read ALL of the textbook chapter and AT LEAST half of the primary sources (choose the ones you find more interesting).

All assignments are due Sundays @ 11:59pm; exception Final Exam

UNIT 1: Introduction to the Course; Indigenous America

Textbook: *The American Yawp, Chapter 1 – [Indigenous America](#)*

Reader: *Native American creation stories
Journal of Christopher Columbus
An Aztec account of the Spanish attack
Bartolomé de las Casas describes the exploitation of indigenous people, 1542
Thomas Morton reflects on Native Americans in New England, 1637
The story of the Virgin of Guadalupe
Alvar Nuñez Cabeza de Vaca Travels through North America, 1542*

Recommended Multimedia: [TBA]

Assignment: *Academic Honesty Quiz
About Me!
Quiz 1*

UNIT 2: Colliding Cultures

No class January 18 – Dr. Martin Luther King, Jr. holiday

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” – Dr. King

Textbook: *The American Yawp, Chapter 2 – Colliding Cultures*

Reader: *Hakluyt makes the case for English colonization, 1584
John Winthrop dreams of a city on a hill, 1630
John Lawson encounters Native Americans, 1709
A Gaspeian man defends his way of life, 1641
The legend of Moshup, 1830
Accusations of witchcraft, 1692 and 1706
Manuel Trujillo accuses Asencio Povia and Antonio Yuba of sodomy, 1731*

Recommended Multimedia: [TBA]

Assignment: *Quiz 2*

Discussion Thread 1

UNIT 3: British North America

Textbook: *The American Yawp, Chapter 3 – British North America*
Reader: *Olaudah Equiano describes the Middle Passage, 1789*
Recruiting settlers to Carolina, 1666
Letter from Carolina, 1682
Francis Daniel Pastorius describes his ocean voyage, 1684
Song about life in Virginia
Haudenosaunee thanksgiving address
Rose Davis is sentenced to a life of slavery, 1715
Print of the slave ship Brookes, 1789
Map of British North America, 1733

Recommended Multimedia: [TBA]

Assignment: *Quiz 3*
Discussion Thread 2

UNIT 4: Colonial Society

Textbook: *The American Yawp, Chapter 4 – Colonial Society*
Reader: *Boston trader Sarah Knight on her travels in Connecticut, 1704*
Eliza Lucas letters, 1740-1741
Jonathan Edwards revives Enfield, Connecticut, 1741
Samson Occom describes his conversion and ministry, 1768
Extracts from Gibson Clough's war journal, 1759
Pontiac calls for war, 1763
Alibamo Mingo, Choctaw leader, reflects on the British and French, 1765
Blueprint and photograph of Christ Church
Royall family, 1741

Recommended Multimedia: [TBA]

Assignment: *Quiz 4*
Discussion Thread 3

UNIT 5: The American Revolution

Textbook: *The American Yawp, Chapter 5 – The American Revolution*
Reader: *George R. T. Hewes, A retrospect on the Boston Tea-party, 1834*
Thomas Paine calls for American independence, 1776
Declaration of Independence, 1776
Women in South Carolina experience occupation, 1780
Oneida declaration of neutrality, 1775

Boston King recalls fighting for the British and securing his freedom, 1798
Abigail and John Adams converse on women's rights, 1776
American Revolution cartoon, 1782
Drawings of the uniforms of the American Revolution, 1781

Recommended Multimedia: [TBA]

Assignment: *Quiz 5*
Discussion Thread 4

UNIT 6: A New Nation

Class is NOT canceled – Presidents' Day, Monday February 15 celebrates the birthdays of George Washington and Abraham Lincoln

Textbook: *The American Yawp, Chapter 6 – A New Nation*
Reader: *Hector St. Jean de Crèvecoeur Describes the American people, 1782*
A Confederation of Native peoples seek peace with the United States, 1786
Mary Smith Cranch comments on politics, 1786-87
James Madison, Memorial and Remonstrance Against Religious Assessments, 1785
George Washington, Farwell Address, 1796
Venture Smith, A Narrative of the Life and Adventures of Venture Smith, 1798
Susannah Rowson, Charlotte Temple, 1794
Constitutional Ratification Cartoon, 1789
Anti-Thomas Jefferson Cartoon, 1797

Recommended Multimedia: [TBA]

Assignment: *Quiz 6*
Discussion Thread 5

UNIT 7: The Early Republic

Textbook: *The American Yawp, Chapter 7 – The Early Republic*
Reader: *Letter of Cato and petition by "the negroes who obtained freedom by the late act," in Postscript to the Freeman's Journal, September 21, 1781*
Thomas Jefferson's racism, 1788
Black scientist Benjamin Banneker demonstrates Black intelligence to Thomas Jefferson, 1791
Creek headman Alexander McGillivray (Hoboi-Hili-Miko) seeks to build an alliance with Spain, 1785
Tecumseh calls for Native American resistance, 1810
Congress debates going to war, 1811
Abigail Bailey escapes an abusive relationship, 1815
Genius of the Ladies Magazine Illustration, 1792
America Guided by Wisdom Engraving, 1815

Recommended Multimedia: [TBA]

Assignment: *Quiz 7*
Discussion Thread 6

UNIT 8: The Market Revolution

Textbook: *The American Yawp, Chapter 8 – The Market Revolution*

Reader: *James Madison asks Congress to support internal improvements, 1815*
A traveler describes life along the Erie Canal, 1829
Blacksmith apprentice contract, 1836
Maria Stewart bemoans the consequences of racism, 1832
Rebecca Burlend recalls her emigration from England to Illinois, 1848
Harriet H. Robinson remembers a mill workers' strike, 1836
Alexis de Tocqueville, "How Americans Understand the Equality of the Sexes," 1840
Abolitionist Sheet Music Cover Page, 1844
Anti-Catholic Cartoon, 1855

Recommended Multimedia: [TBA]

Assignment: *Quiz 8*
Midterm Exam

UNIT 9: Democracy in America

Textbook: *The American Yawp, Chapter 9 – Democracy in America*

Reader: *Missouri controversy documents, 1819-1820*
Rhode Islanders protest property restrictions on voting, 1834
Black Philadelphians defend their voting rights, 1838
Andrew Jackson's veto message against re-chartering the Bank of the United States, 1832
Frederick Douglass, "What to the Slave is the Fourth of July?" 1852
Rebecca Reed accuses nuns of abuse, 1835
Samuel Morse fears a Catholic conspiracy, 1835
County election painting, 1854
Martin Van Buren cartoon, 1837

Recommended Multimedia: [TBA]

Assignment: *Quiz 9*
Discussion Thread 7

UNIT 10: Religion and Reform

Textbook: *The American Yawp, Chapter 10 – Religion and Reform*
Reader: *Revivalist Charles G. Finney emphasizes human choice in salvation, 1836*
Dorothea Dix defends the mentally ill, 1843
David Walker’s “Appeal to the Colored Citizens of the World,” 1829
William Lloyd Garrison introduces The Liberator, 1831
Angelina Grimké, Appeal to Christian Women of the South, 1836
Sarah Grimké calls for women’s rights, 1838
Henry David Thoreau reflects on nature, 1854
The fruit of alcohol and temperance lithographs, 1849
Missionary society membership certificate, 1848

Recommended Multimedia: [TBA]

Assignment: *Quiz 10*

UNIT 11: The Cotton Revolution

Textbook: *The American Yawp, Chapter 11 – The Cotton Revolution*
Reader: *Nat Turner explains the Southampton rebellion, 1831*
Harriet Jacobs on rape and slavery, 1860
Solomon Northup describes a slave market, 1841
George Fitzhugh argues that slavery is better than liberty and equality, 1854
Sermon on the duties of a Christian woman, 1851
Mary Polk Branch remembers plantation life, 1912
William Wells Brown, “Clotel; or, The President’s Daughter: A Narrative of Slave Life in the United States,” 1853
Painting of enslaved persons for sale, 1861
Proslavery cartoon, 1850

Recommended Multimedia: [TBA]

Assignment: *Quiz 11*
Discussion Thread 8

UNIT 12: Manifest Destiny

Textbook: *The American Yawp, Chapter 12 – Manifest Destiny*
Reader: *Cherokee petition protesting removal, 1836*
John O’Sullivan declares America’s manifest destiny, 1845
Diary of a woman migrating to Oregon, 1853
Pun Chi complains of racist abuse, 1860
Wyandotte woman describes tensions over slavery, 1849
Letters from Venezuelan General Francisco de Miranda regarding Latin American Revolution, 1805-1806
President Monroe outlines the Monroe Doctrine, 1823
Manifest Destiny painting, 1872

Anti-immigrant cartoon, 1860

Recommended Multimedia: [TBA]

Assignment: *Quiz 12*
Discussion Thread 9

UNIT 13: The Sectional Crisis

Textbook: *The American Yawp, Chapter 13 –The Sectional Crisis*

Reader: *Prigg v. Pennsylvania, 1842*
Stories from the Underground Railroad, 1855-56
Harriet Beecher Stowe, Uncle Tom’s Cabin, 1852
Charlotte Forten complains of racism in the North, 1855
Margaraetta Mason and Lydia Maria Child discuss John Brown, 1860
1860 Republican Party platform
South Carolina Declaration of Secession, 1860
Effects of the Fugitive Slave Law lithograph, 1850
Sectional crisis map, 1856

Recommended Multimedia: [TBA]

Assignment: *Quiz 13*

UNIT 14: The Civil War

Textbook: *The American Yawp, Chapter 14 –The Civil War*

Reader: *Alexander Stephens on slavery and the Confederate constitution, 1861*
General Benjamin F. Butler reacts to self-emancipation, 1861
William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922
Poem about Civil War nurses, 1866
Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881
Civil War songs, 1862
Abraham Lincoln’s second inaugural address, 1865
Civil War nurses illustration, 1864
Burying the dead photograph, 1865

Recommended Multimedia: [TBA]

Assignment: *Quiz 14*
Discussion Thread 10 (last one!)

UNIT 15: Reconstruction

Textbook: *The American Yawp, Chapter 15 –Reconstruction*

Reader: *Freedmen discuss post-emancipation life with General Sherman, 1865*
Jourdon Anderson writes his former enslaver, 1865
Charlotte Forten teaches freed children in South Carolina, 1864
Mississippi Black Code, 1865
General Reynolds describes lawlessness in Texas, 1868
A case of sexual violence during Reconstruction, 1866
Frederick Douglass on remembering the Civil War, 1877
Johnson and Reconstruction cartoon, 1866
Fifteenth Amendment print, 1870

Recommended Multimedia: [TBA]

Assignment: *Quiz 15*

Finals Week

Final Exam Schedule Friday, April 30 10:30am – 12:30pm
Final Exam Due Friday, April 30 @ 12:30pm
(Upload it early, get your grade early!)