



HIST 1301.07E (80441)

**U.S. HISTORY TO 1877
COURSE SYLLABUS: FALL 2022**

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross)
Class Time: Tuesday, Thursday 11:00am – 12:15pm
Class Location: EDS 127
Office Location: Temporary office hours location - Starbucks or seating area between Waters Library and Ed North (weather permitting)
Office Hours: MTWRF 1:00pm – 2:00pm
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends
Graduate Assistant: Ryan Garland
GA Email: rgarland1@leomail.tamuc.edu

Email is the best way to reach me outside of class. I typically respond to email within 24 hours during the week; emails sent after 7pm on Friday evenings may not get a response until Monday morning.

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

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/>

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

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

This syllabus is your guide for the course. You can find it all semester in D2L. I expect you to complete all readings and/or watch all videos assigned for each week by Tuesday. We will have discussion in class so it is imperative that you do the reading. Otherwise, we will have many awkward silences. Every class will require you to be engaged with the material, taking notes, and thinking. Classes will not be on Zoom, will not be recorded, and attendance is required. The Hello Notecard, quizzes, and exams are all in class assignments. There will be a group project with some portions turned in during class and the final paper submitted in D2L and filtered through Turnitin. No emailed assignments please.

Grading

Academic Honesty Quiz	20
Hello Notecard	10
Midterm Exam	100
Final Exam	100
In Class Quizzes (16 @ 10 points each)	160
History in Film Group Project	100
Goodbye Notecard	10
Engagement (attendance, discussion, student conduct)	100
TOTAL:	600 points

***Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen to D2L for 5 points added on to your final grade. Please make sure it is not a screenshot of any responses.

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 in D2L before completing any written assignments. No written assignment grades will be released to the student until submission of the Academic Honesty Quiz is complete.

Hello Notecard:

On the first day of class, each student will receive a notecard. Each person will put their name at the top of the card and five things they want the professor to know about them, turning it in at the end of class. In the past students have shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to note a different name they go by, their pronouns, or if they are nervous about college.

Midterm and Final Exams:

There will be two non-comprehensive exams, a midterm and a final, consisting of three short essay questions. Exams will be IN CLASS – bring a blue book from the bookstore or notebook paper. You may use your notes. You will be given a general idea of the exam topics one week prior to the exam day.

Your responses 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 come to class, do your reading, prepare yourself, and pay attention to detail, it is possible to do well.

In Class Quizzes:

Every Tuesday students will take an in class reading quiz over the assigned textbook chapter for the week. Exception: The reading quiz on Week 1 will be given on Thursday. Students will respond to questions posted on the presentation screen using their own notebook paper with 10 minutes provided for the quiz. Question format may be short answer or multiple choice. There will be 14 reading quizzes.

Students will also complete two quizzes over films watched in class. These will be short answer responses. Reading quizzes and film quizzes will not be available in D2L. Any missed quizzes can only be made up in the event of an EXCUSED absence (see rules below) with make-ups held on the day of the final exam.

History in Film Group Project:

Students will be placed into groups of four and will choose one film from the list below. The film can be watched together in person, in a watch party, or individually. Work on the paper including researching and writing should be equitably divided among all group members. There will be several preliminary assignments due along the way to keep you on track. Groups should meet several times during the semester, I suggest every other week, to discuss what they are doing and have a group work session. This will become more important as you move into the writing phase. Go to your group meetings, complete the work that is required of you, and remember this will be graded as a group project with one holistic grade. Do not let down your group. If any members of a group are not pulling their own weight, please let the professor know right away.

The assignment is to evaluate the historical accuracy of the film. This will be a 4 to 6 page paper (full pages, 12 point font, Times New Roman, 1 inch margins). You may use outside sources as long as they are professional, academic, educational, and historically focused. No study guides, k-12 websites, or encyclopedias. Course texts should also be used as sources. All papers must include a Work Cited page in MLA format. Significant latitude is given for writing style but spelling and grammar must be accurate.

Sometimes films--especially historical films--can be very good artifacts of a time (meaning, a historian can learn a lot about the time during which it was written). These same films can also be very poor historical documents (meaning that the history in them is not very accurate). For example, most people who see the film version of Nathaniel Hawthorne's book, *The Scarlet Letter*, make the mistake of seeing the film as a document about Puritan society, instead of an artifact of Hawthorne's own Victorian era. Thus, the popular perception of Puritans is that they were stuffy, prudish, dour, and hated sex; but historical evidence refutes this. Hawthorne's obsession with

adultery was the result of Victorian mores (social norms, culture, virtues, or values), not of Puritan culture. Keeping this in mind, films are reflections of the time in which they were made (as "artifacts"), and not always truthful depictions of actual historical events (as "documents"). This is an important distinction.

This paper should not focus on cinematography, camera angles, acting ability, or the soundtrack. Instead, students are conducting a historical analysis of the film, attempting to 'read between the lines' of what the film is saying. In order to accomplish this, students will need to read the part of their textbook and reader that discusses the historical context of the film's subject matter AND from the time of filming (for example, a film about the 1780s that was made in the 1950s would require the student to read about both decades). It will also be necessary to do further background reading from appropriate sources and provide citations for those used in the paper.

Papers should begin with a thesis statement that presents the specific argument and then addresses the following:

1. **Briefly describe the content of the film.** Identify main concepts, themes, ideas, characters, actors, the director, the style or genre. Give some synopsis of the plot with its central message. If appropriate, identify the target audience.
2. **Briefly analyze the film itself.** How and/or why was the film produced? How was it received by audiences and critics?
3. **Analyze the 'history' in the film.** How does the film portray the past when compared to descriptions of life in the US from that time? Does it romanticize or demonize the period? Does it accurately portray the past? What historical myths and misconceptions does the film convey? Do the filmmakers seem to have a particular bias that affects the film's portrayal of events?
4. **Analyze the historical context of the film.** What does the film say about the time in which it was made? What forces (contemporary issues, beliefs, fears, mores) were at work during its production that might have affected its final form? What underlying message(s) does the film contain? For whom is the message(s) intended? How differently is this subject viewed now when compared to the time of the film's release?
5. **Provide your opinion.** Is this film useful in explaining or illuminating its subject or time period? Where should it fit in the on-going conversation about this subject in American history?

Other ideas to consider when thinking about your paper include: What is lost and what is gained in portraying history through film? How do filmmakers and historians negotiate the tension between accuracy and truth? Some films can be accurate, even meticulous, about historical detail, events, and personalities, yet totally lack any larger insight about the past. Can creative imagination actually enhance a fundamental understanding of the past? Does cinema embody the autobiographies of the scriptwriters and filmmakers more than those of the historical characters portrayed? What do audiences actually experience when watching "history on film?"

Film List: (choose one or submit an alternative choice)

Colonial Era

Felicity: An American Girl Adventure (2005)

Last of the Mohicans (1992)

Squanto: A Warrior's Tale (1994)

The Crucible (1996)

The New World (2005)
Prey (2022)
Pocahontas (1995)

Revolutionary Era

Johnny Tremain: He Answered Freedom's
Call (1957)
Drums Along the Mohawk (1939)
The Crossing (2000)
The Patriot (2000)
The Broken Chain (1993)
Hamilton (2020)
Revolution (1985)
Sweet Liberty (1986)
1776 (1972)

Nineteenth Century

The Buccaneer (1958)
The Alamo (2004)
Birth of a Nation (2016)
12 Years a Slave (2013)
Amistad (1997)
In the Heart of the Sea (2015)
Mohawk (2017)
The Revenant (2015)
Harriet (2019)
Emperor (2020)
Freedom (2014)

Westward Expansion

Dances with Wolves (1990)
Bury My Heart at Wounded Knee (2007)
Fort Apache (1948)
High Noon (1952)
Red River (1948)
Little Big Man (1970)
Unforgiven (1992)
How the West Was Won (1962)
Jeremiah Johnson (1972)
Cowboys and Aliens (2011)

Civil War Era

Lincoln (2012)
The Conspirator (2010)
Gettysburg (1993)
Glory (1989)
The Free States of Jones (2016)
Gone With the Wind (1939)
Andersonville (1996)
Cold Mountain (2003)
The Good, the Bad, and the Ugly (1966)
Django Unchained (2012)
Little Women (1994 or 2019)
Gangs of New York (2002)
Abraham Lincoln: Vampire Hunter (2012)
Grant Miniseries (2020)

Goodbye Notecard:

On the last day of instruction, each student will receive a notecard. Each person will put their name at the top of the card and five things they learned in this class that they will take with them in the future, turning it in at the end of class. This could be anything related to the course topic, college life, technology, pretty much anything.

Engagement:

Regular engagement and keeping up with the material is critical in this course. This course balances lecture and discussion. If you are not prepared, discussion will reflect that. Engagement will be measured based on students attending class, contributing to discussion, student conduct in class, and completing assignments on time. If students have a problem with engagement due to illness, work, family, or life, contact the professor right away. 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.

Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences. Students with excessive absences may be dropped from the course according to university policy.

D2L TECHNOLOGY REQUIREMENTS

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>

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.
- 3) End the email with your name, that is “sign” your message. I also need to know who you are.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

Paragraphs should have at least five sentences.

Citation style should be MLA, parenthetical with author and page number, 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.

History majors can use Turabian full-note / bibliography citation style (optional at this point but required in history courses).

Late Assignments:

Any work submitted past the due date without an approved extension may receive a 10% reduction in the grade per calendar day it is late. For example, an assignment due on Thursday that is not turned in until Tuesday can receive up to a 50% grade reduction.

Extra Credit:

There is only one opportunity for extra credit in this course, the Student Evaluation Bonus at the end of the semester. Students are encouraged to talk to the instructor early and often if they are having problems in the course. There will be no special dispensations, favors, or individualized extra credit opportunities. It is not fair to the rest of the class if one student receives an opportunity not offered to the entire class.

Electronics Policy:

There are no electronics allowed in class unless the student has accommodations through SDRS or otherwise allowed by the professor on certain days for group project work. Cell phones must be stowed away, no ear buds, no laptops or tablets. Take notes using pen/pencil and notebook paper. Violating the policy can result in a zero engagement score.

Plagiarism:

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.

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.

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.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance:

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity:

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement:

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice:

Texas A&M University-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:

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health:

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

To access the readings each week, go to the online textbook and reader at the links below. Click on the appropriate chapter and start reading.

The American Yawp TEXTBOOK <https://www.americanyawp.com/>

The American Yawp READER <https://www.americanyawp.com/reader.html>

UNIT 1: Introduction to the Course; Indigenous America **Aug 30 & Sept 1**

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:

[The Black Legend, Native Americans, and Spaniards](#)

Assignment: *Academic Honesty Quiz in D2L*
Hello Notecard in class Tuesday
Reading Quiz 1 in class Thursday

UNIT 2: Colliding Cultures

Sept 6 & 8

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 Gaspesian 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:

[When is Thanksgiving? Colonizing America](#)
[The Quakers, the Dutch, and the Ladies](#)

Assignment: *Reading Quiz 2 in class Tuesday*

UNIT 3: British North America

Sept 13 & 15

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:

[The Natives and the English](#)

Assignment: Reading Quiz 3 in class Tuesday
History Through Film Selection due in class Thursday
History Through Film group meeting schedule due in class Thursday - At this point you should begin meeting with your group once a week or every other week for 30 minutes to an hour to plan, discuss ideas, and delegate tasks. Setting your meeting for the same time each week is usually the easiest to remember.

UNIT 4: Colonial Society

Sept 20 & 22

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:

[The Quakers, the Dutch, and the Ladies](#) (If you didn't watch it in Unit 2)

Assignment: Reading Quiz 4 in class Tuesday
Film Quiz 1 in class Thursday

UNIT 5: The American Revolution

Sept 27 & 29

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:

[Seven Years War and the Great Awakening](#)
[Taxes & Smuggling - Prelude to Revolution](#)
[Who Won the American Revolution?](#)

Assignment: *Reading Quiz 5 in class Tuesday*

UNIT 6: A New Nation
October 4 & 6

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:

[The Constitution, the Articles, and Federalism](#)
[Where US Politics Came From](#)
[Thomas Jefferson & His Democracy](#)

Assignment: *Reading Quiz 6 in class Tuesday*
History Through Film Preliminary Bibliography due in class Thursday – must have at least 5 sources including film; put all group member names at the top of the page; typed; in proper [MLA format](#). Lists of websites with no MLA format will be returned ungraded.

UNIT 7: The Early Republic
Oct 11 & 13

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:

[The War of 1812](#)
[Age of Jackson](#)

Assignment: *Reading Quiz 7 in class Tuesday*

UNIT 8: The Market Revolution

Oct 18 & 20

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:

[The Market Revolution](#)

Assignment: *Reading Quiz 7 in class Tuesday*
Midterm Exam in class Thursday

UNIT 9: Democracy in America

Oct 25 & 27

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:

[Women in the 19th Century](#)

Assignment: *Reading Quiz 8 in class Tuesday*

UNIT 10: Religion and Reform

Nov 1 & 3

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:

[Reform Movements](#)

Assignment: *Reading Quiz 9 in class Tuesday*
History Through Film Tentative Outline due in class Thursday - This is your plan for what the project will explore, the order of events, and main characters/events featured in your paper. Refer back to assignment to be sure you are including all elements of the paper. For a refresher see this [Outline Template](#).

UNIT 11: The Cotton Revolution

Nov 8 & 10

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:

[Slavery](#)

Assignment: *Reading Quiz 10 in class Tuesday*

UNIT 12: Manifest Destiny

Nov 15 & 17

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:

[War and Expansion](#)

Assignment: *Reading Quiz 11 in class Tuesday*

UNIT 13: The Sectional Crisis

Nov 22 (Thanksgiving break Nov 24)

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
Margaretta 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:

[The Election of 1860 & The Road to Disunion](#)

Assignment: *Reading Quiz 12 in class Tuesday*

UNIT 14: The Civil War

Nov 29 & Dec 1

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:

[Battles of the Civil War](#)

[The Civil War, Part 1](#)

[The Civil War, Part 2](#)

Assignment: *Reading Quiz 13 in class Tuesday*
Film Quiz 2 in class Thursday

UNIT 15: Reconstruction

Dec 6 & 8

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:

[Reconstruction](#)

*Assignment: Reading Quiz 14 in class Tuesday
Goodbye Notecard in class Thursday
History Through Film Group Projects due in D2L Thursday @ 11:59pm*

Finals Week

Dec 13

*Final Exam in class Tuesday, December 13 10:30am – 12:30pm
Any in class quizzes to be made up due to an approved absence can be completed after
turning in the final exam.*