



HIST 1301.01W (40871)

**HISTORY OF THE UNITED STATES THROUGH RECONSTRUCTION
COURSE SYLLABUS: SUMMER I 2023**



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:	Asynchronous Online
Office Location:	Virtual
Office Hours:	By appointment via Zoom; email is available 24/7
Instructor Email:	cynthia.ross@tamuc.edu
Response Time:	Within 24 hours, excluding weekends

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>

Any additional resources 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. All assignments 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, and assignments are listed for each UNIT in D2L. I recommend you complete four Units each week to make the course work manageable but you are free to work ahead of schedule. Each assignment has a due date but these are flexible and no points will be deducted for late work as long as all assignments are completed and turned in by the last day of the semester. Any assignments not completed by the end of the semester will receive a grade of zero. There are no Zoom meetings to attend as this is an asynchronous course you will

complete based on your own schedule. Set aside time each day for reading, watching lecture videos, and completing assignments.

All assignments must be submitted through D2L; no emailed assignments please.

Feel free to email me with any questions you may have and I will respond within 24 hours. If you would rather meet over Zoom, email to request an appointment day/time at least 24 hours in advance.

Grading

Hello Post	25
Academic Honesty Quiz	50
Reading Review Quizzes (15 @ 10 points each)	150
Film Quizzes (2 @ 50 points each)	100
Primary Resource Analysis	50
Final Exam	100
Goodbye Post	25
Extra Credit: Make a Meme	10
TOTAL:	500 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.

Hello Post:

During the first week of class, students will complete a Hello Post in D2L by listing five things they would like the professor to know about them. 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 taking a summer course.

Final Exam:

There will be one comprehensive exam, consisting of three short essays (each short essay should be two paragraphs, for six paragraphs per exam). You will upload your completed exam 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 and an AI Detection app (See the policy on Academic Honesty). You can use any class resources to complete the exam; no outside sources.

To receive better than a 75%, your exam must include at least three pieces of cited evidence from the readings (at least one per question); direct quotes of no more than one sentence in length or paraphrase into your own words and cite. 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. The exam is graded on a 100-point scale. This exam is challenging - keep up with course readings, prepare, and take your time.

Reading Review Quizzes:

After completing the assigned reading in each UNIT students will complete a short timed (15 minutes) quiz to assess retention of material. These may be fill in the blank, true/false, or multiple choice. Do not begin the quiz until you complete the reading. You will have two attempts allowed per quiz. There will be 15 quizzes worth 10 points each.

Film Quizzes:

Students will watch two documentary films that are available to stream from the Waters Library and complete a short answer quiz for each. Students may complete the quizzes while watching the films.

Primary Resource Analysis:

This assignment is based on the primary resources in The American Yawp Reader. These are historical documents written by eyewitnesses, participants in historic events, or official records; for example, Dorothea Dix's defense of the mentally ill or the Declaration of Independence. Students will choose a primary resource from a list provided by the Instructor. They will be asked to respond to a series of questions in a prompt using information gathered from the document. This assignment will help you learn how to recognize and summarize a primary source, use appropriate citation, identify an argument, and understand historical cause and effect. Students will complete the assignment using only the assigned primary source and in class resources; no outside sources; no AI. Responses must contain evidence cited from the assigned reading in MLA format to receive a grade better than a C. You should reference the specific

document either in the text (In Abraham Lincoln's Gettysburg Address he stated...) or using MLA format (Lincoln or American Yawp, Chapter 16, Section 2).

All written assignments are automatically filtered through Turnitin, a plagiarism detection application, and an AI detector. Spelling and grammar must be accurate. Significant errors will result in grade reduction.

*Students can write their assignment as a traditional paper in Word (.doc or .docx) or receive an additional five points added to their score if they use Adobe Express to design it as a webpage with text and images.

Goodbye Post:

During the last week of class, students will complete a Goodbye Post in D2L by listing five things they learned during the semester. Responses do not have to be academic and can be about anything. In the past students have noted learning more about a historical event, how much they like/dislike online courses, and that Texas can be very hot in the summer.

Make a Meme:

This is the only opportunity for extra credit in the course. Students can use a meme generator like this one <https://imgflip.com/memegenerator/27596988/Free> to create a historical meme to replace one quiz grade and upload it to D2L. Memes must pertain to the appropriate chapter material. For example, if you are replacing the Chapter 8 quiz, the meme must use something from the Chapter 8 textbook or reader.

Remember:

Read and review the syllabus

Login to D2L consistently, every day if possible

Complete assignments by the due date, or select a date during the week that works best for you

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:

Assignments in this course have clearly defined due dates to help you maintain a steady pace in the course but there are no penalties for late work as long as all assignments are completed by the last day of the semester. Any missing assignments at that point will receive zeros.

Extra Credit:

Out of fairness, I cannot offer an extra credit opportunity to one student that is not available to all. There is only one opportunity for 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.

The Academic Honesty policy also includes the use of ChatGPT and other AI apps. There may be legitimate uses of AI but refrain from using it in any of your assignments for this course.

Student Grievances:

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

Writing Center:

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/rulesProcedures/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

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). The Recommended Multimedia is just that, recommended but not required. However, they are interesting and will help you take a deeper dive into particular subjects.

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](#)

Lecture: *The World of Ancient Americans*

Recommended Multimedia:

Video

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

Assignments Due Tuesday, June 6 @ 11:59pm:

Academic Honesty Quiz

Hello Post

Quiz 1

UNIT 2: Colliding Cultures

Textbook: The American Yawp, Chapter 2 – [Colliding Cultures](#)

Reader: [Richard 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](#)

Lecture: *European Exploration and the Columbian Exchange*

Recommended Multimedia:

Videos

[When is Thanksgiving? Colonizing America](#)

[The Quakers, the Dutch, and the Ladies](#)

Assignments Due Thursday, June 8 @ 11:59pm:

Quiz 2

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](#)

Lecture: *English America*

Recommended Multimedia:

Video

[The Natives and the English](#)

Assignments Due Saturday, June 10 @ 11:59pm:

Quiz 3

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](#)

Lecture: *Slavery and the Atlantic World*

Film: *The Black Atlantic*

Recommended Multimedia:

Video

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

Assignments Due Monday, June 12 @ 11:59pm:

Quiz 4

Film Quiz 1

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](#)

Lecture: *Enlightenment and the Colonial Crisis*
Revolutionary War

Recommended Multimedia:

Video

[Seven Years War and the Great Awakening](#)

[Taxes & Smuggling - Prelude to Revolution](#)

[Who Won the American Revolution?](#)

Assignments Due Wednesday, June 14 @ 11:59pm:

Quiz 5

UNIT 6: A New Nation

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, "Farewell 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](#)

Lecture: *Forming a Government*

Recommended Multimedia:

Videos

[The Constitution, the Articles, and Federalism](#)

[Where US Politics Came From](#)

[Thomas Jefferson & His Democracy](#)

Assignments Due Friday, June 16 @ 11:59pm:

Quiz 6

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](#)

Lecture: *The Early Republic and 1812*

Recommended Multimedia:

Videos

[The War of 1812](#)

[Age of Jackson](#)

Assignments Due Sunday, June 18 @ 11:59pm:

Quiz 7

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

Lecture: *The Market Revolution*

Recommended Multimedia:

Video

[The Market Revolution](#)

Assignments Due Tuesday, June 20 @ 11:59pm:

Quiz 8

UNIT 9: Democracy in America

Textbook: *The American Yawp, [Chapter 9 – Democracy in America](#)*

Reader:

- [1. Missouri Controversy documents, 1819-1920](#)
- [2. Rhode Islanders protest property restrictions on voting, 1834](#)
- [3. Black Philadelphians defend their voting rights, 1838](#)
- [4. Andrew Jackson's veto message against re-chartering the Bank of the United States, 1832](#)
- [5. Frederick Douglass, "What to the Slave is the Fourth of July," 1852](#)
- [6. Rebecca Reed accuses nuns of abuse, 1835](#)
- [7. Samuel Morse fears a Catholic conspiracy, 1835](#)
- [8. County election painting, 1854](#)
- [9. Martin Van Buren cartoon, 1837](#)

Lecture: *Jackson and the Great Awakening*

Recommended Multimedia:

Video

[Women in the 19th Century](#)

Assignments Due Thursday, June 22 @ 11:59pm:

Quiz 9

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](#)

Lecture: *The New West and the Free North
Reform Movements*

Recommended Multimedia:

Video
[Reform Movements](#)

Assignments Due Saturday, June 24 @ 11:59pm:

Quiz 10

UNIT 11: The Cotton Revolution

Textbook: *The American Yawp, [Chapter 11 – The Cotton Revolution](#)*

Reader: [1. Nat Turner explains the Southampton rebellion, 1831](#)
[2. Harriet Jacobs on rape and slavery, 1860](#)
[3. Solomon Northup describes a slave market, 1841](#)
[4. George Fitzhugh argues that slavery is better than liberty and equality, 1854](#)
[5. Sermon on the duties of a Christian woman, 1851](#)
[6. Mary Polk Branch remembers plantation life, 1912](#)
[7. William Wells Brown, “*Clotel; or, The President’s Daughter: A Narrative of Slave Life in the United States*,” 1853](#)
[8. Painting of enslaved persons for sale, 1861](#)
[9. Proslavery cartoon, 1850](#)

Lecture: *The Peculiar Institution*

Film: *The Age of Slavery*

Recommended Multimedia:

Video
[Slavery](#)

Assignments Due Monday, June 26 @ 11:59pm:

Quiz 11
Film Quiz 2

UNIT 12: Manifest Destiny

Textbook: *The American Yawp, [Chapter 12 – Manifest Destiny](#)*

Reader:

- [1. Cherokee petition protesting removal, 1836](#)
- [2. John O’Sullivan declares America’s manifest destiny, 1845](#)
- [3. Diary of a woman migrating to Oregon, 1853](#)
- [4. Pun Chi Complains of racist abuse, 1860](#)
- [5. Wyandotte woman describes tensions over slavery, 1849](#)
- [6. Letters from Venezuelan General Francisco de Miranda regarding Latin American Revolution, 1805-1806](#)
- [7. President Monroe outlines the Monroe Doctrine, 1823](#)
- [8. Manifest destiny painting, 1872](#)
- [9. Anti-immigrant cartoon, 1860](#)

Lecture: *Manifest Destiny*

Recommended Multimedia:

Video
[War and Expansion](#)

Assignments Due Wednesday, June 28 @ 11:59pm:

Quiz 12

UNIT 13: The Sectional Crisis

Textbook: *The American Yawp, [Chapter 13 –The Sectional Crisis](#)*

Reader:

- [1. Prigg v. Pennsylvania, 1842](#)
- [2. Stories from the Underground Railroad, 1855-56](#)
- [3. Harriet Beecher Stowe, *Uncle Tom’s Cabin*, 1852](#)
- [4. Charlotte Forten complains of racism in the North, 1855](#)
- [5. Margaraetta Mason and Lydia Maria Child discuss John Brown, 1860](#)
- [6. 1860 Republican Party platform](#)
- [7. South Carolina declaration of secession, 1860](#)

- [8. Effects of the Fugitive Slave Law lithograph, 1850](#)
- [9. Sectional crisis map, 1856](#)

Lecture: *Road to Disunion*

Recommended Multimedia:

Video

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

Assignments Due Friday, June 30 @ 11:59pm:

Quiz 13

UNIT 14: The Civil War

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

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

Lecture: *The Civil War*

Recommended Multimedia:

Videos

[Battles of the Civil War](#)

[The Civil War, Part 1](#)

[The Civil War, Part 2](#)

Assignments Due Sunday, July 2 @ 11:59pm:

Quiz 14

UNIT 15: Reconstruction

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

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

Lecture: *Reconstruction*

Recommended Multimedia:

Video

[Reconstruction](#)

Assignments Due Thursday, July 6 @ 11:59pm:

Quiz 15

Primary Resource Analysis

Final Exam

Goodbye Post

Make a Meme Extra Credit

(All assignments are due by the last day of the semester)