



HIST 1301.05E (20033)

U.S. HISTORY TO 1877 COURSE SYLLABUS: SPRING 2025

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross)
Class Time: MWF 1:00pm – 1:50pm
Class Location: SS 312
Office Location: SS 104
Office Hours: MWF 2:00pm – 3:00pm and by appointment
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends

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 5pm on Friday evenings may not get a response until Monday morning.

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, thinking, discussing, and writing. 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. **This is primarily a discussion based course.** Class discussion, quizzes, and assignments are based on the textbook and reader.

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, East Texas A&M University 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 Monday. 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, and will not be recorded. **Attendance is required.** The Hello Notecard, quizzes, written assignments, and Goodbye Notecard are all in class assignments. No emailed assignments please.

Grading

Academic Honesty Quiz	20
Hello Notecard	10
In Class Quizzes (15 @ 10 points each)	150
In Class Discussion Assignments (group & individual)	150
In Class Primary Source Analysis (4 @ 25 points each)	100
Goodbye Notecard	10
Engagement (attendance, discussion, student conduct)	100

TOTAL: 550 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. 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.

Hello Note Card: On the first day of class, each student will receive a note card. 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 this course.

In Class Quizzes

Every Monday students will take an in class reading quiz over the assigned textbook chapter for the week. 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, true or false, 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 scheduled with the Graduate Assistant.

Group In-Class Assignments: You will be assigned into groups during the first week of the course. This will be your group for in-class group discussion and collaborative in-class assignments. These assignments will occur every other week, in rotation with the Individual In-Class Assignments. The group will receive grades for these assignments, but only students who attend will receive credit for the group submissions.

Individual In-Class Assignments: These assignments will occur every other week, in rotation with the Group In-Class Assignments. These assignments may include short quizzes, creative assignments, and reflections.

Engagement: Regular engagement and keeping up with the material is critical in this course. Engagement includes attending class, being on time, engaging in discussion and activities, 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. 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.

You must complete the readings prior to class and come prepared for discussion. Have the readings available to refer to and have notes handy. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks
D = Student is generally unprepared and does not contribute to discussion
F = Student is unprepared and appears disinterested in contributing to discussion

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. That's about 12 hours a week, total. University classes can be difficult but not impossible with strict time management.

Note: Undergraduate students should not skip classes or be chronically late to class. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances will result in a semester grade reduction; excessive unexcused absences (more than 4) may be cause for a failing grade.

In Class Primary Source 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 spend time in class analyzing primary source documents. In class discussion will address:

1. Historical context of the document
2. Author of the document
3. Audience of the document
4. Purpose of the document
5. Historical significance of 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 choose four of those documents and complete analyses of them using the information noted during the class discussion along with content from the primary source. 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). Direct quotes from the document should be short, concise, and cited in MLA format with the author's last name in parentheses at the end of the sentence, like this (Columbus). If there is no author listed, use the title of the document, like this (Declaration of Independence). You can also reference the specific document in the text, such as (In Abraham Lincoln's Gettysburg Address he stated...). No outside sources and no AI, please.

The four primary source analyses will be written in class; see Schedule. One to two pages in length (350 - 500 words). If a student is absent for a primary source analysis, they can

schedule a time to write it during the professor's office hours. No D2L submission of primary source analysis papers.

This should be written as a short paper, not just rough notes from class discussion. Use complete sentences. Before writing, refer to the two documents uploaded into D2L – How to Read a Primary Source and Sample Documentary Response - to help you organize your thoughts before writing. Responses must contain evidence cited from the assigned reading to receive a grade better than a C.

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 this semester 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 East Texas A&M University 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, an ETAMU 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 will be completed in class and should be legible, written in pencil or blue / black ink.

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.

Late Assignments:

Any work made up after the due date without an approved extension due to an excused absence for a university event may receive a one letter grade reduction in the final score.

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. 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 [ETAMU 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>

ETAMU 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 East Texas A&M University 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>

AI Use in Course

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

No AI use is allowed in this course. Students should not use any text generated by AI in any graded assignments. Use of AI to write any part of an assignment and present it as the student's work is prohibited. This applies to this course only.

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
East Texas A&M University
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/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University 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.

Statement on 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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 ETAMU 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.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, 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; How Do Historians Know What They Know? Jan 13 - 17

"History never looks like history when you're living through it. It always looks confusing and messy, and it always looks uncomfortable."

John W. Gardner, Secretary of Health, Education, and Welfare during the Johnson Administration

Readings: **Syllabus**

Assignment: **Academic Honesty Quiz in D2L**
Hello Notecard in class Wednesday
Group Discussion Assignment Friday

UNIT 2: Indigenous America Jan 20 – 24; No Class Monday, Dr. MLK, JR Day

"I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits."

Dr. Martin Luther King, Jr, Nobel Peace Prize acceptance speech, Oslo, Norway, 1964

Textbook: ***The American Yawp, Chapter 1 – Indigenous America***

Reader: *Journal of Christopher Columbus*

Recommended Multimedia:

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

Assignment: **Reading Quiz 1 in class Wednesday**
Group Discussion Assignment in class Friday

UNIT 3: Colliding Cultures

Jan 27 - 31

“The viruses that cause smallpox, influenza, hepatitis, measles, encephalitis, and viral pneumonia; the bacteria that cause tuberculosis, diphtheria, cholera, typhus, scarlet fever, and bacterial meningitis—by a quirk of evolutionary history, all were unknown in the Western Hemisphere.”

Charles C. Mann, *1493: Uncovering the New World Columbus Created*

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

Reader: *John Lawson encounters Native Americans, 1709*
Accusations of witchcraft, 1692 and 1706

Recommended Multimedia:

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

Assignment: *Reading Quiz 2 in class Monday*
Individual Discussion Assignment in class Friday

UNIT 4: British North America

Feb 3 - 7

“Every empire, however, tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate.”

Edward Said, 2003

Textbook: *The American Yawp, Chapter 3 – British North America*

Reader: *Olaudah Equiano describes the Middle Passage, 1789*

Recommended Multimedia:

[The Natives and the English](#)

Assignment: *Reading Quiz 3 in class Monday*
Group Discussion in class Assignment on Friday

UNIT 5: Colonial Society

Feb 10 - 14

Textbook: *The American Yawp, Chapter 4 – Colonial Society*

Reader: *Extracts from Gibson Clough’s war journal, 1759*

Recommended Multimedia:

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

Assignment: *Reading Quiz 4 in class Monday*
Primary Source Analysis #1 in class Friday

UNIT 6: The American Revolution
Feb 17 - 21

Textbook: *The American Yawp, Chapter 5 – The American Revolution*
Reader: *Abigail and John Adams converse on women's rights, 1776*

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 Monday*
Film Quiz 1 in class Wednesday
Group Discussion in class Assignment Friday

UNIT 7: A New Nation
Feb 24 - 28

Textbook: *The American Yawp, Chapter 6 – A New Nation*
Reader: *Hector St. Jean de Crèvecoeur Describes the American people, 1782*

Recommended Multimedia:

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

Assignment: *Reading Quiz 6 in class Monday*
Individual Discussion in class Assignment Friday

UNIT 8: The Early Republic
Mar 3 - 7

Textbook: *The American Yawp, Chapter 7 – The Early Republic*
Reader: *Abigail Bailey escapes an abusive relationship, 1815*

Recommended Multimedia:

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

Assignment: *Quiz 7 in class Monday*
Primary Source Analysis #2 in class Friday

March 10 - 14, Spring Break!

UNIT 9: The Market Revolution
Mar 17 - 21

Textbook: *The American Yawp, Chapter 8 – The Market Revolution*
Reader: *Harriet H. Robinson remembers a mill workers' strike, 1836*

Recommended Multimedia:

[The Market Revolution](#)

Assignment: *Quiz 8 in class Monday*
Group Discussion in class Assignment Friday

UNIT 9: Democracy in America
Mar 24 - 28

Textbook: *The American Yawp, Chapter 9 - Democracy in America*
Reader: *Frederick Douglass, "What to the Slave is the Fourth of July?" 1852*

Assignment: *Quiz 9 in class Monday*
Individual Discussion in class Assignment Friday

UNIT 10: Religion and Reform
Mar 31 – Apr 4

Textbook: *The American Yawp, Chapter 10 - Religion and Reform*
Reader: *Dorothea Dix defends the mentally ill, 1843*
Henry David Thoreau reflects on nature, 1854

Recommended Multimedia:

[Women in the 19th Century](#)
[Reform Movements](#)

Assignment: *Quiz 10 in class Monday*
Group Discussion in class Assignment Friday

UNIT 11: The Cotton Revolution
Apr 7 - 11

Textbook: *The American Yawp, Chapter 11 – The Cotton Revolution*
Reader: *Harriet Jacobs on rape and slavery, 1860*
George Fitzhugh argues that slavery is better than liberty and equality, 1854

Recommended Multimedia:

[Slavery](#)

Assignment: *Quiz 11 in class Monday*
Individual Discussion Assignment in class Friday

UNIT 12: Manifest Destiny
Apr 14 - 18

Textbook: *The American Yawp, Chapter 12 - Manifest Destiny*
Reader: *John O'Sullivan declares America's manifest destiny, 1845*

Recommended Multimedia:

[War and Expansion](#)

Assignment: *Quiz 12 in class Monday*
Primary Source Analysis #3 in class Friday

UNIT 13: The Sectional Crisis
Apr 21 - 25

Textbook: *The American Yawp, Chapter 13 – The Sectional Crisis*
Reader: *Stories from the Underground Railroad, 1855-56*

Recommended Multimedia:

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

Assignment: *Quiz 13 in class Monday*
Film Quiz 2 (14) in class Wednesday
Group Discussion Assignment in class Friday

UNIT 14: The Civil War
Apr 28 – May 2

Textbook: *The American Yawp, Chapter 14 – The Civil War*
Reader: *Alexander Stephens on slavery and the Confederate constitution, 1861*

Recommended Multimedia:

[The Civil War, Part 1](#)

[Battles of the Civil War](#)

[The Civil War, Part 2](#)

Assignment: *Quiz 15 in class Monday*
Wednesday Semester Post Mortem / Reflection
Individual Discussion in class Assignment Friday
Goodbye Notecards in class Friday

Final Exam Week, May 5 - 9:

Note: Special Day and Time; No Other Classes This Week

Friday, May 9 10:30am – 12:30pm

Primary Source Analysis #4 in class