History 121: History of the United States to 1877  
Dr. Jeremy Neely  
Missouri State University  
Fall 2020  
Office: 444 Strong Hall  
Section 7  
Tu./Th., 8:00 – 9:15 a.m.  
Office Hours: Tu./Th., 9:30 to 10:45 a.m.,  
Wed., 9:00 a.m. to 12:30 p.m.,  
and by appointment  
Strong 401  
Email: JeremyNeely@MissouriState.edu  
Phone: (417) 836-6221

Required Texts
- The American Yawp: A Free and Online, Collaboratively Built American History Textbook; www.americanyawp.com (Chapters 1 through 16).
- Various primary sources and essays, which are posted to the course Blackboard page.

Prerequisites
None. This course surveys the history of the United States through the end of Reconstruction in 1877. As an introductory freshman-level course, it assumes no previous knowledge of U.S. history beyond what one gains in a typical high school course.

General Education Learning Objectives
This section of History 121 seeks to develop your abilities to:
1. Identify the rights and responsibilities you have in your own community and the broader society
2. Recognize the ways in which you can exercise your rights and responsibilities
3. Understand, critically examine, and articulate key similarities and differences between your own cultural practices and perspectives and those of other cultures, past and present
4. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

The Early Republic assignment, described below, will help you to sharpen these skills.

Mastery of historical content (think: remembering stuff from the past) is an unavoidable part of this course. In this class, however, I do not simply emphasize the rote memorization of historical facts for the sake of trivia. I instead put greater emphasis on historical thinking and on students’ development as critical thinkers. When you leave this course you might well remember a good many names and terms, and perhaps a few dates, but it is more important to me that you learn to think, speak, and write more clearly as you explain how and why those facts have mattered to American history. This course will also help you begin to think like a historian, as it teaches you how to:
- read a primary source and ask thoughtful questions about the influences of historical context;
- see the complex connections between the past and present;
- evaluate the ways in which historical contexts influence human thought and behavior;
- understand what makes someone or something historically significant; and
- recognize how historians disagree in their interpretations of past people, events, and ideas.
Policies, Part One: The Big Stuff

I expect you to have read and become familiar with the requirements and policies laid out in this syllabus.

Office Hours
Due to the extraordinary challenges posed by the COVID-19 pandemic, I will be holding my posted office hours online this semester, using Blackboard Collaborate software. To reach me you will need to click the Collaborate link on our Blackboard course page. I will be online in my virtual Collaborate office from 9:30 to 10:45 a.m. on Tuesdays and Thursdays, and then from 9:00 a.m. to 12:30 p.m. on Wednesdays. If your schedule prevents you from visiting during the posted office hours, please contact me to arrange an alternative meeting time. If you have a documented disability or would like to arrange an in-person visit in my Strong Hall office, please let me know, as I'm willing to do that as long as we each mask up.

Email is the fastest way to reach me, and barring some kind of emergency, I will reply to your message within a business day, although usually sooner. If I somehow don’t reply within a day, please send me another message to make sure I didn’t somehow miss the first one. Please use only your Missouri State email when corresponding with me. Until I learn everyone’s name, it will also be helpful if you remind me of the course—I teach a few—in which you are enrolled.

Grades:
Your final grade will be determined by your performance on the following course components. To calculate your final grade at the end of the semester, divide your total number of points out of 1,000.

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<td>Early Republic Essay</td>
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<td><strong>Total Course Points</strong></td>
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All sections of History 121 and 122, according to History department policy, use a plus/minus distribution to determine course grades. For more information, please see [www.missouristate.edu/registrar/catalog/grades.html](http://www.missouristate.edu/registrar/catalog/grades.html)

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Examinations
There will be three examinations. The first examination will be on **Tuesday, September 22.** The second midterm examination will be on **Thursday, October 29.** The final examination will be on **Tuesday, December 8, from 11:00 a.m. to 1:00 p.m.** The first exam is worth 100 points; the second and third exams are worth 200 points each. If you are scheduled to take more than three examinations on any single day of the final-exam period, please let me know, as I am willing to discuss an alternate exam date. Non-degree seeking students should contact the Extended Campus Registration Services Office, Alumni Center, 300 S. Jefferson, in downtown Springfield.

Each exam will ask you to identify a few historical terms and to answer one essay question. Any information that has been introduced during lectures, primary source readings, video clips, or discussions will be fair game for the exams. A couple of weeks before each exam I will give you a study guide with several historical terms and essay questions which may appear on the test. You will then have some choice over which of those terms and questions
you answer on the test. If COVID-19 moves our class entirely online, these exams will become papers that you will submit via Blackboard.

**Early America Essay**

You will write a short essay that responds to a prompt about citizenship in early U.S. history. There are two parts to this paper. The first part, worth 25 points, is an in-class writing exercise about *Federalist 51* which you will complete on October 1. The second part, worth 75 points, focuses on the Age of Reform readings, which we will discuss on Tuesday, November 3. This second part is a paper that you will type up outside of class, and it will be due on November 10. You will submit both of these papers to Blackboard; do not bring paper copies of either part to class. Additional details about this assignment will appear under Blackboard’s Early Republic Essay link.

**Quizzes**

Twelve short online quizzes will be administered on Blackboard most weeks during the semester. Only your top ten quiz scores will count toward your final course grade. The quizzes, which focus upon the assigned primary source readings, are open book (or “open source,” for the online sources) and open note. These quizzes consist mostly of multiple-choice questions and designed to prepare students for class discussions and examinations. Each quiz is worth 20 points and must be completed within the allotted time, usually between 30 and 45 minutes, by 11:59 p.m. on Wednesday of most weeks, except otherwise noted. Late submissions of quiz answers shall not be accepted.

**Participation**

Active and informed participation is vital to your success in this course; it counts for 25 percent of the final grade. Your participation score will reflect both the quality and the quantity of your thoughtful contributions to our class. I recognize that people participate in course dialogue in different ways. Some people prefer to communicate their ideas through the written word, and others prefer to speak in open discussion. In this class I will give you opportunities to contribute in both ways because I think you should emerge from Missouri State a more confident speaker and writer. To contribute thoughtfully, you must come to class prepared. I expect you will have completed the assigned readings before the classes outlined in the tentative schedule. As you read them, please take notes.

At the end of most class meetings, I will pose a question about that primary-source readings that I expect you will have read by the start of the next class. Before the start of that next class, you will need to submit to Blackboard, within the Writes link, your response to the question I posed. These exercises are worth five points each. To get full credit, your short responses should show me that you have done the reading. One simple way to do this is to include a direct quotation from the reading and a brief explanation of what that portion reveals about its author and how you think it is historically significant. Another way is to pose a compelling question that the reading raises for you. Your written responses are due to Blackboard by the start of the class when the readings under consideration are scheduled in the course outline below. A response about John Winthrop’s “City on a Hill” address, for example, would be due by the start of class on Thursday, August 27.

The points that you earn from these writes will make up part of your participation score. The rest of that score will reflect your contributions to in-class discussions. If we have to move our class online, these points will reflect your active, thoughtful, and respectful participation in our Blackboard discussion threads. Near the midpoint of the semester I will give you a tentative discussion grade to let you know where you stand.

**Attendance**

I will take attendance every day that our class meets. I want you to be in class. Being present will help you to succeed on your exams, enable you to submit the short writing exercises described above, and allow you to earn participation points through our in-class discussions. I once imposed penalties that kicked in when students had several unexcused absences, but I am not imposing penalties this semester. If you come to class regularly, your chances of success in the course will improve greatly; if you don’t come to class, you’re more likely to struggle.

Although I want you to be present in class, please do not come if you feel unwell. Even if you’re experiencing just mild symptoms of a common cold, please stay home. Seek medical attention from your physician or Mager’s Health and Wellness Center, who can then advise you when it will be safe to return to class. Please email me if illness will prevent you from attending class, and I’ll be happy to keep you up to speed.
In order to attend our class you will need to wear a face mask that covers both your mouth and nostrils, as now required by the university, the city of Springfield, and Greene County. We will create a class seating chart during our second meeting. On that day please sit in a spot where you would like to stay for the rest of the semester. Try to spread out and maintain as much social distance as possible.

If you cannot wear a mask or face covering due to a disability, you must contact the Disability Resource Center (https://www.missouristate.edu/disability, 417-836-4192) to initiate the interactive accommodation process. In the absence of an approved accommodation, refusal to wear a mask or face covering will be considered a classroom disruption which may result in a student being administratively dropped from the course.

Finally, to inhibit the spread of COVID-19, the university asks that we also refrain from eating or drinking during class, and that we do not share electronic devices, books, pens, paper, or other materials with folks in the classroom.

**Blackboard:**
Our Blackboard page will be a vital part of this course. In addition to taking your quizzes and submitting your written work on Blackboard, you will also be able to find course documents—the syllabus, grading rubrics, and study guides—posted there. If our class moves entirely online, you will also submit your short writing responses and participate in the discussion boards there, too. I will also post the PowerPoint slides from lecture. If the class moves entirely online, brief narrated versions of these slides will be available. You will also be able to track your course grades via Blackboard’s My Grades link. Attendance and participation grades will not be calculated until the very end of the semester. If you have questions about the status of your attendance and participation grade, please see me.

**Late Work**
A ten-percent late penalty will be applied for each day that written work that is submitted after the start of class on the date that assignment is due. Late work will not be accepted more than seven days after its due date.

Make-up exams and the extension of due dates shall only be allowed if you have a legitimate and documented excuse, such as a medical or family emergency, compulsory military service, or a university-sanctioned event. I’m happy to work with you on these things—life happens, after all—but if you find it absolutely necessary to miss an exam or a due date, please contact me beforehand, if possible, about the possibility of alternate accommodations.

*Exceptions for the quizzes:* Late submissions of quiz answers shall not be accepted.

**Policies, Part Two: Planning for the Unexpected**
Here’s what you should expect if our class moves online because of COVID-19 or other unexpected factors.

*How will our class meet?*
If we cannot meet on campus, I will post announcements on Blackboard that explain how our class will continue. Even though the structure will change, I expect that you will still participate in the online Blackboard version of our course. As noted above, class discussions will continue on the Blackboard discussion boards, and you will submit your short writes through the Writes link. Exams will become take-home papers that will be due on the dates when they are scheduled. You will also be able to find the narrated but condensed versions of the PowerPoint slides that I would otherwise have shown you in class.

*How will I meet with my instructor?*
I will continue to hold virtual office hours using Blackboard’s Collaborate Ultra, except on days when the university is closed. I will continue to respond to emails sent between Mondays and Fridays within 24 hours; I will respond to emails sent over the weekend and during holiday breaks within 48 hours. In addition, I will check the “A Little Help?” thread on the Blackboard Discussion Board for class-related questions.

*How will instructions be delivered?*
I will rely upon Blackboard announcements to keep you informed throughout any period when we do not meet on campus. I expect that you will keep up with these announcements.

*How often will I need to go to the online course?*
I expect that you will participate in the online version of the course for as long as we are
unable to meet on campus. You will need to submit your short writes frequently, just as would at the start of our seated class meetings, and you will still need to complete the Blackboard quizzes. The dates of your exams will remain the same unless I announce otherwise.

**How will I turn in homework? What about exams?**

You will use the Blackboard links to submit your Quizzes, Writes, and Exams. Please pay close attention to the instructions in your assignment sheets in the Exams link.

**Is it possible to receive course announcements as a text?**

Yes. If you use the Blackboard app, you can have announcements sent to you as a text message. To set this up, please follow the instructions at [https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/ArticleDet?ID=91391](https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/ArticleDet?ID=91391)

**How will I know what grade I received on an assignment or test?**

You can view grades and feedback through the My Grades link.

**What will happen if Dr. Neely gets sick?**

The course goes on. The quizzes, writing prompts, and discussion boards are already set up to go live near the dates listed on the course outline below. Grading your work might take a few additional days, but you should expect that the course will continue.

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**Policies, Part Three: Other Stuff**

**Cell Phones and Electronic Devices**

Cell phones and other electronic devices should be silenced during class time. Disruptive or inappropriate uses of these devices (think: texting in class) will result in a student losing attendance and participation credit. If I see you using your phone inappropriately during class, I will probably call you out by name. Please ask if you wish to record lecture or if you have questions or concerns about this policy on electronic devices.

**Dropping the Class**

It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow the proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520 or visit the University's list of relevant deadlines at [www.missouristate.edu/registrar/acad_cal.html](http://www.missouristate.edu/registrar/acad_cal.html).

**Emergency Response/Medical Information**

If you have emergency medical information to share, please visit with me as soon as possible. You should familiarize yourself with the emergency response plan for this classroom, including the location of Strong Hall’s exits and evacuation centers. If you require assistance during an emergency evacuation, please discuss your needs with me at your earliest convenience. (For more information, [www.missouristate.edu/safetran/51597.htm](http://www.missouristate.edu/safetran/51597.htm) and [www.missouristate.edu/safetran/erp.htm](http://www.missouristate.edu/safetran/erp.htm)).

**Statement of Nondiscrimination**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes that he or she has been the victim of discrimination. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252 ([www.missouristate.edu/equity/](http://www.missouristate.edu/equity/)). Other kinds of concerns, such as those of an academic nature, should be discussed with me and can also be brought to the attention of the Department of History.

**Title IX Policy**

Missouri State University does not discriminate on the basis of sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination on the basis of sex, including sexual harassment, should be referred to Jill Patterson, Title IX Coordinator (Carrington 205; 417-836-8506; jillpatterson@missouristate.edu). MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment; this policy is available at the [Title IX website](http://www.missouristate.edu/equity/). Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a
formal complaint of sexual harassment by contacting MSU’s Title IX Coordinator or visiting the Title IX website.

All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

**Disability Accommodation**

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (www.missouristate.edu/disability), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, please do so within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors won’t receive the accommodation plan until you provide it, and are not required to apply accommodations retroactively.

**Religious Accommodation**

The University may provide a reasonable accommodation based on a person’s sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the person requesting it as well as the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of the student to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of the semester.

**Academic Dishonesty**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are responsible for knowing and following the university’s student honor code, Student Academic Integrity Policies and Procedures, available at www.missouristate.edu/policy/academicintegrity.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Academic dishonesty will not be tolerated in this course. A student caught cheating on an exam or plagiarizing (submitting work that is not his or her own) will automatically receive a zero on that exam or assignment, and will be reported to the Office of the Provost. Discipline may also result in assignment of an “XF” course grade. Plagiarism sometimes results from laziness or willful dishonesty, but in other cases is the product of ignorance or carelessness. Ignorance, however, is not an excuse. I will offer guidance about how to avoid plagiarism, whether intentional or inadvertent, but it is ultimately each student’s responsibility to practice academic integrity, to cite materials properly, and to do his or her own work. If you ever have questions about attribution or paraphrasing, please ask me. When in doubt, though: always cite your sources.

**Mental Health/Stress Management**

The Missouri State University Counseling Center is available to provide free and confidential services to students. You can find more information at https://counselingcenter.missouristate.edu/. Other resources include the Veteran Student Center, (https://www.missouristate.edu/veterans/contact.aspx, which supports students who have served in the military, and the Bear Pantry (https://www.missouristate.edu/ccc/aboutbearpantry.htm), a program that works to alleviate food insecurity among our campus family.

I’m glad that you are here, and I want you to be well. If at any point during the semester you find yourself struggling, please know that there are resources available to help you. The MSU Suicide Prevention Resource Policy includes many of these resources: https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm.
Tentative Course Outline

The italicized readings can be found on Blackboard.

VoF/# Voices of Freedom textbook / Chapter where the source is found
AY American Yawp Reader, linked to Blackboard’s Readings link
Bb An online source not within the American Yawp Reader, linked to Bb’s Readings

Remember that the primary source readings from VoF and Bb, listed first, are the focus of the online quizzes. The readings from the American Yawp textbook (also online) will help provide additional context.

Week One

August 18 Syllabus Day
Readings HST 121 Syllabus
Andrews/Burke, “What Does It Mean to Think Historically?”

August 20 When Worlds Collide
Readings Verrazano, Encount’g Natives, VoF/1
las Casas, Spanish Treatment, VoF/1
las Casas, Describes Exploitation, AY/1
Journal of Columbus, AY/1
Casta Painting, AY/1 (under Media link)
AY, Chapter One

Week Two

August 25 When Worlds Collide (continued)
August 27 A New England
Readings de Brebeuf on Customs/Beliefs, VoF/1
Exchange, Powhatan/John Smith, VoF/2
Hakluyt on Engl. Colonization, AY/2
Gaspesian Indian Defends Way of Life, AY/2
AY, Chapter Two

Readings Winthrop Speech, Mass. GenCt, VoF/2
Sending Women to Virginia, VoF/2
Maryland Act re: Religion, VoF/2
Winthrop, City on a Hill, AY/2
AY, Chapter Two

*Quiz One is due by 11:59 p.m. on Wednesday, August 26

Week Three

September 1 Colonies in Crisis
Readings Bacon on Rebellion, VoF/3
The Pueblo Revolt, VoF/1
Jewish Petition to DWIC, VoF/1
Memorial vs. Non-Engl. Immgttn, VoF/3
Letter by Immigrant to Penn., VoF/3
Accusations of Witchcraft, AY/2
Trujillo Accuses Povia/Yuba, AY/2
AY, Chapter Three

September 3 Freedom and Slavery
Readings Ads for Runaway/Servants, VoF/4
Apprentice’s Indenture, VoF/3
Mittelberger on Trade, VoF/3
Virginia Statutes on Slavery pdf, Blackboard
Equiano Describes Middle Passage, AY/3
Song about Life in Virginia, AY/3
Davis Sentenced to Life, AY/3
Recruiting Settlers to Carolina, AY/3
Pastorius Describes Voyage, AY/3
AY, Chapters Three and Four

*Quiz Two is due by 11:59 p.m. on Wednesday, September 2
### Week Four

#### September 8, The Head and the Heart
- **Readings**
  - Penn, Charter of Privileges, VoF/3
  - Great Awakening Comes to Conn., VoF/3
  - *Edwards Revives Northampton, AY/4*
  - Knight on Travels in Connecticut, AY/4

#### September 10, The Great War for Empire
- **Readings**
  - *Independent Reflector/Monarchy, VoF/4*
  - Pontiac, Two Speeches, VoF/4
  - *Extracts, Clough Diary, AY/4*

*AY, Chapter Four

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*Quiz Three is due by 11:59 p.m. on Wednesday, September 9*

### Week Five

#### September 15, The American Revolution
- **Readings**
  - Virginia Res’ns. On Stamp Act, VoF/5
  - Farmington Res’ns on Int. Acts, VoF/5
  - Asstn. Of NY Sons of Liberty, VoF/5
  - Paine, *Common Sense*, VoF/5
  - Seabury’s Argument vs. Indep., VoF/5

*AY, Chapter Five

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*Quiz Four Due by 11:59 p.m. on Wednesday, September 16*

### Week Six

#### September 22 - Exam One

#### September 24, The Revolution Within
- **Readings**
  - Abigail & John Adams on Women, VoF/6
  - The Right of “Free Suffrage,” VoF/6
  - Webster, On Equality, VoF/6
  - Liberating Indentured Servants, VoF/6
  - Letter of Phyllis Wheatley, VoF/6
  - Rush, Thoughts on Female Education, VoF/6

*AY, Chapter Six

### Week Seven

#### September 29, Founding a Nation
- **Readings**
  - Articles of Confederation, *Bb*
  - Jefferson’s Bill, Est’g Rel. Freedoms, VoF/6

*AY, Chapter Seven

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*Quiz Five Due by 11:59 p.m. on Wednesday, September 30*

#### October 1, “We the People”
- **Early Republic Essay (in-class portion)**
  - U.S. Constitution/Bill of Rights, *Bb*
  - Madison, *Federalist* 51, online
  - P. Henry, Anti-Federalist Argmt., VoF/7
  - Ramsey, Am Innvtns. In Govt, VoF/7
  - Crevecour, “What…Is American?” VoF/7

*AY, Chapter Seven
### Week Eight

**October 6, Age of Passions**

Readings
- Address of Dem-Rep Society, VoF/8
- Washington, Farewell Address, AY/6
- Freeman, “Can We Get Back to Politics, Please?” Bb
- O’Malley, “$10 Founding Father,” Bb

*AY, Chapter Seven*

*Quiz Six Due by 11:59 p.m. on Wednesday, October 7*

**October 8 – No Class**

### Week Nine

**October 13, Age of Jefferson**

Readings
- Jefferson, on Race and Slavery, VoF/7
- Tucker, on Gabriel’s Rebellion, VoF/8
- Banneker to Jefferson, AY/7
- Pinckney, “The Cheese & Words,” Bb

*AY, Chapter Seven*

**October 15, Securing the Republic**

Readings
- Tecumseh, On Land, VoF/8
- Grundy, War Hawks, VoF/8
- The Monroe Doctrine, VoF/10
- Adams, Role of Nat’l Govt., VoF/10

*Quiz Seven Due by 11:59 p.m. on Wednesday, October 14*

### Week Ten

**October 20, Market Revolution**

Readings
- Complaint of Lowell Worker, VoF/9
- Woman in Western Movement, VoF/9
- Rise of the Cotton Kingdom, VoF/11
- Life along the Erie Canal, AY/8
- Blacksmith Apprentice Contract, AY/8
- De Tocqueville, Wage Slaves, Bb

*AY, Chapters Eight and Nine*

**October 22, Democracy in America**

Readings
- Appeal of 40,000 Citizens, VoF/10
- De Tocqueville, on Eq. of Sexes, AY/8
- Rhode Islander, Prop. Restrictions, AY/9
- Black Philadel’ns, Voting Rights, AY/9

*Quiz Eight Due by 11:59 p.m. on Wednesday, October 21*

### Week Eleven

**October 27, Age of Jackson**

Readings
- Appeal of Cherokee Nation, VoF/10
- Jackson’s Veto Message, Bb

*AY, Chapter Nine*

**October 29 – Exam Two**
### Week Twelve

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<td><strong>Readings</strong></td>
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<td>Beecher, “Duty of Am. Females,” VoF/12</td>
<td>Douglass, Desire for Freedom, VoF/11</td>
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<tr>
<td>Grimké, On Women’s Rights, VoF/12</td>
<td>Rules of Highland Plantation, VoF/11</td>
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<tr>
<td>Dec. of Sentiments, Seneca Falls, VoF/12</td>
<td>Slavery and the Bible, VoF/11</td>
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<tr>
<td>Walker’s Appeal, VoF/12</td>
<td>Letter by Fugitive Slave, VoF/11</td>
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<tr>
<td>Douglass, Fourth of July, VoF/12</td>
<td>Northrup on Slave Market, VoF/11</td>
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<tr>
<td><em>Truth, Ar’n’t I a Woman?</em> Speech, Bb</td>
<td>Jacobs on Rape and Slavery, AY/11</td>
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<tr>
<td></td>
<td>Fitzhugh Argues that Slavery, AY/11</td>
</tr>
<tr>
<td></td>
<td>Sermon on Duties, Christian Woman, AY/11</td>
</tr>
<tr>
<td><strong>AY, Chapter Ten</strong></td>
<td><strong>AY, Chapter Eleven</strong></td>
</tr>
</tbody>
</table>

*Quiz Nine Due by 11:59 p.m. on Wednesday, November 4*

### Week Thirteen

<table>
<thead>
<tr>
<th>November 10, Manifest Destiny</th>
<th>November 12, Sectional Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Republic (Take-Home) Essay Due</strong></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td>McLaurin, <em>Celia</em> (all)</td>
</tr>
<tr>
<td></td>
<td>Evans, Freedom of the Soil, <em>Bb</em></td>
</tr>
<tr>
<td></td>
<td>Seward, Irrepressible Conflict, VoF/13</td>
</tr>
<tr>
<td></td>
<td>Lincoln-Douglas Debates, VoF/13</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td><strong>AY, Chapter Thirteen</strong></td>
</tr>
<tr>
<td>O’Sullivan, Manifest Destiny, VoF/13</td>
<td></td>
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<tr>
<td>Thoreau, Resistance, VoF/13</td>
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<tr>
<td><em>Anti-Catholic Cartoon, AY/8</em></td>
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<tr>
<td><em>Morse Fears Catholic Conspiracy, AY/9</em></td>
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<tr>
<td><em>Manifest Destiny Painting, AY/12</em></td>
<td></td>
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<tr>
<td><em>(John Gast’s American Progress, under Media)</em></td>
<td></td>
</tr>
<tr>
<td><strong>AY, Chapter Twelve</strong></td>
<td><strong>AY, Chapter Fourteen</strong></td>
</tr>
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</table>

*Quiz Ten Due by 11:59 p.m. on Wednesday, November 11*

### Week Fourteen

<table>
<thead>
<tr>
<th>November 17, Road to Disunion</th>
<th>November 19, War of the Rebellion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>Readings</strong></td>
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<tr>
<td>SC Ordinance of Secession, VoF/13</td>
<td>Lincoln, First Inaugural, <em>Bb</em></td>
</tr>
<tr>
<td>Stephens, Corner-Stone, VoF/14</td>
<td>Cox on Emancipation, VoF/14</td>
</tr>
<tr>
<td><em>Macon/Child on John Brown, AY/13</em></td>
<td>Douglass, Black Soldiers, VoF/14</td>
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<tr>
<td><strong>AY, Chapter Thirteen</strong></td>
<td>Letter, Mother of Soldier, VoF/14</td>
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</tbody>
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*Quiz Eleven Due by 11:59 p.m. on Wednesday, November 18*

### Week Fifteen

<table>
<thead>
<tr>
<th>November 24, The Union Transformed</th>
<th>November 26 – No Class (Thanksgiving)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>AY, Chapter Fourteen</strong></td>
</tr>
<tr>
<td>Lincoln, Gettysburg Address, VoF/14</td>
<td></td>
</tr>
<tr>
<td>Livermore, On Women and War, VoF/14</td>
<td></td>
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<tr>
<td>Sherman, Taking War to Civilians, VoF/14</td>
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<tr>
<td>Lincoln at Sanitary Fair, VoF/14</td>
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<tr>
<td>Spiegel, Letter of Civil War Soldier, VoF/14</td>
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</table>

<table>
<thead>
<tr>
<th><strong>AY, Chapter Fourteen</strong></th>
<th><strong>AY, Chapter Fourteen</strong></th>
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### Week Sixteen

#### December 1, Reconstruction

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td><em>J. Anderson to P.H. Anderson, AY/15</em></td>
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<tr>
<td><em>Reynolds on Lawlessness in TX, AY/15</em></td>
</tr>
<tr>
<td>Petition of Black Residents, VoF/15</td>
</tr>
<tr>
<td>Petition to Andrew Johnson, VoF/15</td>
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<tr>
<td>Mississippi Black Code, VoF/15</td>
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<tr>
<td><em>AY, Chapter Fifteen</em></td>
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</table>

#### December 3, Unfinished Revolution

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>Stanton, Home Life, VoF/15</td>
</tr>
<tr>
<td>Sharecropping Contract, VoF/15</td>
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<tr>
<td>Douglass, Composite Nation, VoF/15</td>
</tr>
<tr>
<td><em>Douglass, Remembering the Civil War, AY/15</em></td>
</tr>
</tbody>
</table>

*Quiz Twelve Due by 11:59 p.m. on Wednesday, December 2*

**Final Exam:** Tuesday, December 8, from 11:00 a.m. to 1:00 p.m.