



Course Syllabus: Survey of American History to 1865
HIST 1133 Section 203
Spring 2026

Meeting Time: Tuesday/Thursday 9:30am-10:50am
Class Location: PY 103 (Prothro-Yeager Hall)

Contact Information

Instructor: Jackson Pearson, PhD

Office: PY O-216

Office hours: Tuesday & Thursday, 11:00am–12:00pm & 2:00pm–3:30pm. Look for updates on rotating office hours on Monday/Wednesday via D2L announcements.

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E-Mail and Communication Policy

Your MSU e-mail account is the official communication method used in this course. Responses will typically occur within 24 to 48 hours. If your email concerns a grade, you must wait 48 hours after receiving your grade before emailing your question/concern. (Example: if test grades are given back on Monday, you must wait until Wednesday before emailing me concerning your grade. I will not respond to emails sent earlier.) Notice: Please use your university e-mail account to send questions pertaining to this course. I will not respond to messages sent from personal e-mail accounts.

***When sending an email, please put your Last Name, Course and Section Number, and Question Topic in the Subject Line. Example: Pearson, HIST 1133-106, Assigned Reading.**

Course Description

Students will gain an understanding of American history from European Contact with the Americas through the American Civil War (1492-1865). Students will explore the political economic, religious, and social development of the United States during this period. This course will highlight the interconnections between peoples across the world and how freedom and slavery developed concurrently in the United States and ultimately ruptured into civil war. Students will gain an understanding of how these historical events and themes continue to influence our world today.

Textbook & Instructional Materials

*The following materials are assigned for use in the course to help students gain a broader understanding of American history prior to 1865. The authors' viewpoints are their own and not necessarily endorsed by the university.

The American Yawp: A Massively Collaborative Open U. S. History Textbook. Vol. to 1877. Eds. Joseph Locke and Ben Wright. (Stanford, CA: Stanford University Press, 2019). [yawp_v1_open_pdf.pdf\(americanyawp.com\)](http://yawp.v1.open.pdf.pdf(americanyawp.com)). **(Free online)**. Use the link and bookmark the textbook to your favorites. For the primary document reader, use the following link. [The American Yawp](http://The-American-Yawp). *The American Yawp* is free online, if you choose to purchase a hard copy,

cost ~ \$18.00 - \$35.00 via MSU Bookstore or ~ \$25.00 via [The American Yawp | Stanford University Press](#).

Allison, Robert J. *The American Revolution: A Concise History*. (Oxford University Press, 2011).

ISBN – 9780199752669. Cost ~ \$6.00 - \$10.00 via MSU Bookstore. Unlimited eBook copies are available via the Moffett Library at MSU. [The American Revolution : A Very Short Introduction - Record details - EBSCOhost Research Databases](#).

Smith, F. Todd. *The Wichita Indians: Traders of Texas and the Southern Plains, 1540-1845*. (Texas A&M University Press, 2000). ISBN – 9780890969526. Cost ~ \$32.00 via MSU Bookstore. Price varies via other retailers. Unlimited eBook copies are available via the Moffett Library at MSU. [The Wichita Indians : traders of Texas and the Southern Plains, 1540-1845 - Record details - EBSCOhost Research Databases](#).

Study Hours and Tutoring Assistance

Students should be aware of existing university support services to help them succeed in their academic journey. Please visit the following link to view tutoring and health services provided by the university. These services exist to help ensure student success. Please visit the following links for more information. [Student Health, Wellness, and Safety](#); [Tutoring and Academic Support Services](#); [Supplemental Instruction](#); [TRIO Student Support Services](#).

Academic Misconduct Policy & Procedures

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.” Academic Dishonesty/Misconduct -Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual to whom credit is given), etc.,- will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct Student Handbook](#)

Generative AI Policy

This course only allows for limited use of Generative AI in course assignments. Generating text via AI and citing it as your own is academic misconduct, and the instructor reserves the right to give that assignment an F. ***If your assignment/paper/quiz/or exam is flagged for completion via generative AI, you will earn an F.**

When can you use Generative AI in this course?

- The use of Generative AI is allowed in this course for the following: brainstorming your ideas, checking your grammar, as a study aide to help prepare for quizzes and exams.

When must you avoid Generative AI in this course?

- The use of Generative AI is not permitted for the following: Writing a draft of an assignment, writing entire sentences, paragraphs, or papers to complete course assignments.

Why should you limit your use of Generative AI?

- Learning how to analyze information, how to think critically, how to communicate with others, how to discuss and engage with big ideas, and how to work with others is something that we do not want machines or AI to do for us. AI can be a supplemental tool, but your education and professional career depends on your ability to develop a broad skill set independent of reliance on AI functionalities. In particular, this course is designed to help you improve your critical reading comprehension and

analytical skills, your written communication skills, and your ability to form arguments supported by historical evidence. Reliance on generative AI to complete course assignments will limit the growth and development of these skills which you will need for your academic and professional careers. Do not utilize generative AI as a crutch or as a substitute for developing your expertise.

Grading

Assignments	Points
Quizzes (12 at 10 pts each)	120
Primary Source Analysis Assignments (12 at 10 pts each)	120
Book Review	100
Midterm Exam	125
Final Exam	125
Total Points	590

Table 2: Total points for final grade.

Grade	Points
A	> 531
B	472-530
C	413-471
D	354-412
F	< 353

Quizzes

Quizzes will be given to assess student completion and comprehension of the assigned readings and geography of historical topics. Students will take 13 quizzes during the semester for a total of 120 points. If a student does not attend class, they will not be allowed to make up quizzes. The 12 highest quiz grades will count toward the student's overall quiz grade. Quizzes will account for 20% of the final grade.

Primary Source Analysis Assignments

Students will complete 12 primary source analysis assignments during the semester. Students will complete analysis activities related to primary sources provided by the professor. Students will evaluate and analyze the primary sources by identifying the author/creator; when and where the source was created; explanation of the source and its content; an explanation of the source's importance; and its relation to larger concurrent historical themes being discussed in the course. Each analysis assignment will be graded for 10 points possible for a total of 120 points. A rubric will be provided. These in-class assignments will account for 20% of the final grade.

Midterm Exam

The Midterm Exam is scheduled for Tuesday, March 3rd during our normal class meeting. The midterm exam will consist of multiple-choice questions, identifications and one essay. It will count for a total of 125 points (21% of the Total Grade). The professor will provide a list of key terms and sample essay questions one week before the exam to help students prepare.

Book Review

Students will write one book review out of the required class readings. Students will read Robert Allison's *The American Revolution: A Concise History* and F. Todd Smith's *The Wichita Indians*.

Students will choose one of these books to write a 600-900 word review. Students should use course content to engage with the book in their response. A rubric and prompt will be provided by the professor. The review will be graded for a total of 100 points. These reviews will account for 17% of the final grade.

Final Exam

The Final Exam is scheduled for Tuesday, May 12th from 8:00am to 10:00am. The final exam will consist of multiple-choice questions, identifications and one essay. It will count for a total of 125 points (21% of the Total Grade). The professor will provide a list of key terms and sample essay questions one week before the exam to help students prepare.

Extra Credit

The professor may choose to offer extra credit assignments during the course of the semester. If the opportunity arises, the professor will provide clear instructions for the extra credit opportunity. Extra credit assignments may not be offered every semester.

Late Work

Students will be allowed to submit late work for writing assignments; however, for each 24-hour period that the assignment is late, the student will be assessed an automatic 10% penalty from the total points available.

Make Up Work/Tests

Students will only be allowed to make up exams if they provide proper documentation for their absence on test day. If a student anticipates missing class on an exam day, please inform the professor so that the exam may be taken in advance of the anticipated absence. Students who miss class due to a university approved absence will be allowed to make up exams and assignments. If a student misses an in-class assignment due to a university-excused absence, they will be allowed to complete an alternative assignment to receive credit.

Important Dates

Last day for term schedule changes: January 20, 2026. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 16, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 29, 2026. [Academic Calendar](#). The majority of assignments will be completed by this point, so you should be able to make an informed decision by this date. It is the student's responsibility to meet with their academic advisor prior to withdrawing from a class.

Refer to: [Drops, Withdrawals & Void](#)

Last Day of Regular Instruction: Thursday, May 7, 2026.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. I will use D2L to post grades, Lecture PowerPoints, Key Terms Lists, Assignments, and Rubrics. Students will submit written assignments through D2L. All other assignments and assessments will be completed during class and submitted in-person. If you experience difficulties with D2L, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend each class in a punctual manner. Students should contribute to class discussions by offering fact-based thoughts on topics and readings being analyzed by the class. Students need to provide informed contributions to the class discussions that reflect insights related to topical discussions and assigned readings. The course activities and discussions are designed to help students better understand course material. These discussions will help you develop deeper understanding of the content covered in class.

You will not be able to pass this class if you do not attend class. It is in your best interest to attend class.

Technology Requirements and Expectations

This course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!** There are many places to access your class! Our online classroom can be accessed from any computer in the world which is connected to the internet. Contact your professor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into **D2L**.

Instructor Class Policies

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, chats, and interactions with other students. Students must display respect and courtesy toward their peers and the professor. If a student displays inappropriate or offensive behavior during class, they will be immediately dismissed from the class. The student will not be permitted to attend class until they meet with the professor and discuss the situation. Once an acceptable solution is agreed to, the student will be allowed to attend class again. If I deem any online messaging to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Midwestern State University Student Handbook](#) for more information and relevant policies.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that

were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University Catalog. Students must follow the proper appeals process. [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

The following course schedule is the anticipated schedule for the duration of the semester. The schedule is subject to change at the discretion of the professor. Any changes will be communicated to students via email and D2L announcements.

Course Schedule

Week or Module	Tuesday	Thursday
Week 1: 1/20 & 1/22 First Week of Classes	<p>Topic: Syllabus Review / Emerging from the Ground & People and Fauna of North America</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 1 (1-11) Native America Creation Stories.</p> <p>Assignments Due: PSA 1 in Class</p>	<p>Topic: Pre-1492 – Societies of the Americas / European Technological Advances</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 1 (11-24) & Ch. 2, (28-31) Columbus Contacts Native America, & Cabeza de Vaca, & Bartolome de las Casas.</p> <p>Assignments Due: Quiz 1 in Class</p>
Week 2: 1/27 – 1/29	<p>Topic: Exploration and the Beginnings of Colonization</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 1. <i>Yawp</i>, Ch. 2 (31-37) Tordesillas</p> <p>Assignments Due: PSA 2 in Class</p>	<p>Topic: Interactions between Native Americans and Europeans: Forging an Atlantic World</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 2; <i>Yawp</i>, Ch. 2 (37-50) & Walter Raleigh's Charter, & Hakluyt's Case for Colonization, & Traveling the Oceans, Lawson's Observations & Defending Indigenous Lifeways & Christianity as a Combining and Dividing Factor.</p> <p>Assignments Due: Quiz 2 in Class, PSA 2 in Class</p>

Week or Module	Tuesday	Thursday
Week 3: 2/3 – 2/5	<p>Topic: Competing Colonization Efforts – Society, Competition and Tensions</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 3 (54-65) Virginia Charter & Mayflower Compact & Salem Witchcraft. Johnathan Edwards & Indigenous Conversion.</p> <p>Assignments Due: Quiz 3 in Class</p>	<p>Topic: Evolving Mercantilism and the Expanding Atlantic Slave Trade</p> <p>Assigned Reading: Allison, <i>American Rev</i> Ch. 1 & 2; <i>Yawp</i>, Ch. 3 (65-77) Observations Concerning Trade and Money, & Essay on East India Trade. & A Boston Trader. Middle Passage & Venture Smith.</p> <p>Assignments Due: PSA 3 in Class</p>
Week 4: 2/10 – 2/12	<p>Topic: The First World Wars (The Seven Years' War)</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 3 and 4; <i>Yawp</i>, Ch. 4 (81-98) Albany Plan of Union, & Experience in the War & Pontiac's Call for War & Changing Geopolitical Landscape.</p> <p>Assignments Due: Quiz 4 in Class, PSA 4 in Class</p>	<p>Topic: Reconfiguring and Reforming Empires</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 4 (98-105) Stamp Act Repeal, & First Continental Congress.</p> <p>Assignments Due: Quiz 5 in Class</p>
Week 5: 2/17 – 2/19	<p>Topic: The Road to Revolution in the British Colonies</p> <p>Assigned Reading: Allison, <i>American Rev</i> Ch. 3; <i>Yawp</i>, Ch. 5 (109-128) Thomas Paine & Declaration of Independence & Boston King & Oneida Neutrality.</p> <p>Assignments Due: PSA 5 in Class</p>	<p>Topic: The Revolution Begins</p> <p>Assigned Reading: Allison, <i>American Rev</i> Ch. 4; <i>Yawp</i>, Ch. 5 (128-138) A Revolution for All?</p> <p>Assignments Due: Quiz 6 in Class</p>

Week or Module	Tuesday	Thursday
Week 6: 2/24 – 2/26	<p>Topic: The Revolution Becomes a Global Conflict</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: Quiz 7 in Class</p>	<p>Topic: An Independent Nation – The Treaty of Paris 1783</p> <p>Assigned Reading: <i>Yawp</i>, Ch.6 (143-151)</p> <p><u>Articles of Confederation & Act of Gradual Abolition</u> & <u>Northwest Ordinance of 1787 & Native Diplomacy</u>.</p> <p>Assignments Due: N/A</p>
Week 7: 3/3 – 3/5	<p>Topic: Midterm Exam</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: Midterm Exam in Class</p>	<p>Topic: No Synchronous Class Meeting – Work on Book Review</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: N/A</p>
Week 8: 3/10 – 3/12 *Spring Break!	<p>Topic: Spring Break</p> <p>Assignments Due: N/A</p>	<p>Topic: Spring Break</p> <p>Assignments Due: N/A</p>
Week 9: 3/17 – 3/19	<p>Topic: The Articles of Confederation / Constitutional Convention and Ratification Debates</p> <p>Assigned Reading: Allison, <i>American Rev</i> Ch. 5; <i>Yawp</i>, Ch. 6 (151-165)</p> <p><u>Federalist No. 10</u> & <u>Federalist No. 51</u>.</p> <p>Assignments Due: PSA 6 in Class</p>	<p>Topic: Challenges to Federalism and Washington's Presidency</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 7 (170-180)</p> <p><u>Washington's Farewell Address</u> & <u>Creek Diplomacy</u>.</p> <p>Assignments Due: Quiz 8 in Class</p>

Week or Module	Tuesday	Thursday
Week 10: 3/24 – 3/26	<p>Topic: John Adams, the Quasi-War, and the Alien and Sedition Acts</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 5; <i>Yawp</i>, Ch. 7 (180-194)</p> <p>Alien Act & Sedition Act & Virginia Resolution & Kentucky Resolution.</p> <p>Assignments Due: PSA 7 in Class</p>	<p>Topic: The Revolution of 1800 – A Political and Societal Revolution or Evolution? / Jeffersonian Manifest Destiny</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 8 (198-222)</p> <p>Abigail Bailey</p> <p>Assignments Due: Quiz 9 in Class</p>
Week 11: 3/31 – 4/2	<p>Topic: The Virginia Dynasty, Western Tensions, and War of 1812</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 6; <i>Yawp</i>, Ch. 9 (227-248)</p> <p>Tecumseh & 1811 Debates & Francisco Miranda</p> <p>Assignments Due: PSA 8 in Class</p>	<p>Topic: From the Missouri Compromise to the Election of Andrew Jackson: The Rise of King Cotton</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 10 (253-278)</p> <p>Erie Canal Improvements after War of 1812 & Missouri Controversy & Monroe Doctrine</p> <p>Assignments Due: Quiz 10 in Class</p>
Week 12: 4/7 – 4/9	<p>Topic: Jackson's Presidency - the Eaton Affair, the Bank War, and Removal</p> <p>Assigned Reading: Smith, <i>Wichita Indians</i>, Ch. 7 & 8; <i>Yawp</i>, Ch. 11 (283-295)</p> <p>Jackson's Bank Veto & Cherokee Protests & Andrew Jackson on Nullification</p> <p>Sarah Grimke & Henry David Thoreau</p> <p>Assignments Due: N/A</p>	<p>Topic: The Texas Revolution and Republic</p> <p>Assigned Reading: <i>Apostles of Disunion</i>, Ch. 4; <i>Yawp</i>, Ch. 11 (295-309) & <i>Yawp</i>, Ch. 12 (315-325)</p> <p>Assignments Due: Quiz 11 in Class, PSA 9 in Class</p>

Week or Module	Tuesday	Thursday
Week 13: 4/14 – 4/16	<p>Topic: Reform Societies, Increasing Sectional Tensions, and The Election of 1844</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 12 (326-352). Mill Workers' Strike & Equality of the Sexes? Rebecca Reed & Catholic Conspiracy & Charles Finney & Dorothea Dix Appeal to Colored Citizens of the World & Racism and Abolitionism on the Rise & The Liberator & Grimke's Appeal & Nat Turner & Slave Market Expansion of Voting & Protecting the Right to Vote</p> <p>Assignments Due: PSA 10 in Class</p>	<p>Topic: No Synchronous Class Meeting – Submit Book Review by 4/19 at 11:59pm</p> <p>Assignments Due: Book Review Due by Sunday (4/19) by 11:59pm.</p>
Week 14: 4/21 – 4/23	<p>Topic: The Mexican-American War and the Treaty of Guadalupe Hidalgo</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 12 (326-352)</p> <p>Assignments Due: Quiz 12 in Class, PSA 10 in Class</p> <p>Assignments Due: N/A</p>	<p>Topic: The Compromise of 1850 and Increasing Sectional Divisions</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 13 (352-367) & <i>Yawp</i>, Ch. 14 (371-398) John O'Sullivan & Pun Chi Slave's Fourth of July & George Fitzhugh & Harriet Jacobs & Uncle Tom's Cabin Underground Railroad & 1860 Republican Platform & South Carolina Secession</p> <p>Assignments Due: PSA 11 in Class</p>

Week or Module	Tuesday	Thursday
Week 15: 4/28 – 4/30	<p>Topic: The 1850s, Election of 1860, and the Rupturing of the Union</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: Quiz 13 in Class</p>	<p>Topic: Beginning of the American Civil War</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 15 (402-418)</p> <p><u>Alexander Stephens</u> & <u>Battle of Shiloh</u></p> <p><u>Civil War Nurses</u> & <u>Jordan Anderson</u></p> <p>Assignments Due: PSA 12 in Class</p>
Week 16: 5/5 – 5/7	<p>Topic: A Rich Man's War, A Poor Man's Fight: Gettysburg, Vicksburg, and the Turning Tide</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: N/A</p>	<p>Topic: Union Victory and Changes Wrought by the War / Catch-up Day and Finals Review</p> <p>Assigned Reading: <i>Yawp</i>, Ch. 15 (418-430)</p> <p><u>Emancipation</u> <u>Remembering the Civil War</u> <u>Lawlessness in Texas</u> & <u>A Case of Sexual Violence</u></p> <p>Assignments Due: N/A</p>
Finals Week: 5/9 – 5/14	<p>Assignments Due: Final Exam is TODAY (Tuesday, May 12) at 8:00am.</p>	<p>Assignments Due: N/A</p>