

## **American History to 1865 (Honors)**

HIST 1133 • Fall 2020 • TR 9:30 to 10:50am in PY 202

**PROFESSOR:** Dr. Mary Draper  
**E-MAIL:** mary.draper@msutexas.edu  
**OFFICE:** O'Donohoe 233  
**OFFICE HOURS:** In-person on Mon., Wed., Fri – 9am to 10am  
Via Zoom on Tues., Thurs. – 1pm to 2pm

### **COURSE DESCRIPTION:**

Why did Europeans colonize the Americas in the 1600s, patriots overthrow their mother country in the 1700s, and Americans fight a deadly war against one another in the 1800s? This course examines the history of colonial America and the United States to the end of the Civil War. The first third explores the effects of colonization, including the rise of race-based slavery, the displacement of Indigenous peoples, and the road to revolution. The second third considers how diverse Americans envisioned the meanings and consequences of independence. The final third examines the polarizing politics of slavery that led to the secession of eleven states. It took a deadly civil war to restore the Union and destroy slavery. Throughout the semester, we will contemplate what it meant to be free—or unfree—at various moments in American history.

At the same time, we will look at how past events continue to shape today's society. Each week, you will read two to three short editorials, essays, or articles that look at the uses (and misuses) of history. We'll consider how people today reckon with our nation's history.

By the end of the semester, you should be able to:

- Synthesize historical material about colonial America, the American Revolution, the early republic, the antebellum era, and the era of the Civil War
- Develop an argument that draws on primary sources to answer a historical question
- Identify and evaluate the arguments of primary and secondary sources, paying close attention to language and context
- Communicate effectively by writing clear, well-supported exams and papers
- Recognize the importance of our nation's history to today's world

### **REQUIRED READINGS:**

Locke and Wright, eds., *The American Yawp, Vol. 1: To 1877*

- This textbook is available for free online at <http://www.americanyawp.com>. Should you desire a hard copy, you can either print out the chapters (~ 40 pages each) or purchase a print edition in the book store or on [Amazon](#) (currently listed for \$18.99).

*The American Yawp Reader*, <http://www.americanyawp.com/reader.html>

- This collection of primary sources is available for free online. The sections correspond with chapters in *The American Yawp*. The primary sources are also available at the end of each chapter under "Primary Sources." We will discuss these in class each week.

Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (Hill and Wang, 2004)

- Part biography of Pocahontas, part study of early Virginia, this book chronicles the relationship between English colonists and Indigenous peoples in Jamestown

Erica Armstrong Dunbar, *Never Caught: The Washington's Relentless Pursuit of their Runaway Slave, Ona Judge* (Atria, 2017)

- This book gives us insight into the landscape of slavery in freedom in the early republic through the life of George Washington and Ona Judge.

Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War* (UVA, 2001)

- When the Civil War erupted in 1861, secessionist commissioners from the Deep South visited other slave states, attempting to persuade them to leave the Union. This book analyzes their speeches, and shows how race and slavery were at the center of secession.

Each week, you'll have an academic article to read. Links of PDFs of those articles will be available on D2L.

## **COURSE EXPECTATIONS:**

**ATTENDANCE AND CLASS MEETINGS IN THE AGE OF COVID:** Unfortunately, we are living in uncertain times. None of us signed up for this. As a result, I promise to be flexible and patient with you in the coming semester. If you need an extension on an assignment, another accommodation, or anything else, please let me know. We'll work together to make a plan that fits your needs. Because this class is currently designated as Face to Face (F2F), it will meet in its regularly scheduled rooms but will utilize social distancing and an assigned seating chart. I will also "livestream" via Zoom on D2L. When the university transitions to fully online after Thanksgiving, remote instruction will be used for the last week of class and finals will be administered remotely.

Finally, **do not come to class if you are feeling under the weather or have been exposed to COVID.** No exceptions. Should you feel up to it, you can tune into the livestream. Most importantly, stay safe, stay healthy, and follow the MSU mask policies. The mask policy in my classroom and my office is the same as MSU's mask policies. This means you will wear your mask whenever you are attending class in-person or visiting my office hours.

**READING ASSIGNMENTS:** You are expected to complete all assigned reading, which includes your textbook, primary sources, and short newspaper/magazine articles. Each of these should be read differently.

- Consult the textbook for major themes and content. Consider the context, causes, and consequences of the people and events it discusses.
- Read the primary sources for perspective. Why is the author writing the source? What does it reveal about the time the author lived?

- Read the books and articles for a historian’s perspective about the past. What argument is the author they making and why? What sources do they use to make that argument and how do they use them?

**HISTORY’S MYSTERIES (30%):** You will have multiple opportunities to write three “History’s Mysteries” papers. You can choose which events you respond to (as long as you respond to one event before 1763, one event between 1763 and 1810, and one event after 1810). These papers are four-to-five pages in length and analyze assigned primary sources materials. The topics of these will include the Roanoke colony, the Salem Witch trials, the New York Conspiracy of 1741, the Boston Massacre, as well as several others. You will have opportunities to work with fellow students to discuss primary sources relating to these events, but then you will write a paper on your own. The paper will be due a week after the discussion of these sources in class. Each of these papers will be worth 10%.

**SPECIAL COLLECTIONS PAPER (10%):** This semester, we’ll be visiting special collections and examining their collections. You will choose an item—such as a newspaper, a letter, or some other document— in their collection that relates to the class content to research. At the end of the semester, you will submit a four-to-five page paper that places that document within the context of early America, explains its significance, and explores what we can learn about the peoples, places, and ideas it mentions.

**BOOK RESPONSES (15%):** You will write two-to-three page responses on each of the three books we’re reading this semester. These responses can assess the book’s argument, explore what readers can learn from the work, or explain how the reading changed your view of American history. Each response is worth 5% of your grade. More information on these will be available on D2L.

**EXAMS (30%):** You will take **2 exams** during the semester. Each exam is worth 15% of your grade. More information about the exam will be circulated the week before the exam.

**PARTICIPATION:** To succeed in this class, you need to participate. Come prepared to talk about the readings. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. If you miss six or more times, in addition to earning a zero for your discussion grade, your final grade will be penalized two percentage points for each additional class missed.

**GRADING SCALE:** A = 100-90; B = 89-80; C = 79-70; D = 69-60, F = 59 and below

<b>GRADES:</b>	History’s Mysteries (3): 30%	Exam 1: 15%
	Special Collections Paper: 10%	Exam 2: 15%
	Book Responses (3): 15%	Participation: 15%

**ACADEMIC MISCONDUCT POLICY:** *“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”* Academic misconduct—cheating, collusion, plagiarism, 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. It is unacceptable.

**DROP DATE:** Last Day to drop with a grade of “W” is December 4, 2020. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class.

**ACCOMMODATIONS:** Students should visit the [DSS webpage for current students](#). If you have never applied for accommodations before you may qualify for them under the vulnerable population designation. The application may be [downloaded](#) or [completed online](#). Once an accommodations letter is provided students will discuss their specific accommodation needs with their professor(s). If a student is unsure if a condition is covered by the ADA or Section 504, and they desire COVID-19 accommodations, they should complete the [Request for COVID Consultation Form](#).

**COMPUTER REQUIREMENTS:** This class uses D2L. You will find readings, take reading quizzes, submit papers, and livestream class through D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings.

**TUTORING & ACADEMIC SUPPORT:**

TASP offers tutoring assistance. Please contact the TASP, (940) 397-4684, or visit the [TASP homepage](#) for more information.

**NOTICE:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Should we transition to remote learning, for example, the syllabus will likely change. Look on D2L for any relevant announcements.

*E-mail me ([mary.draper@msutexas.edu](mailto:mary.draper@msutexas.edu)) or visit me during office hours if you have any questions.*

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Textbook: [www.americanyawp.com/](http://www.americanyawp.com/)  
 Primary Source Reader: [www.americanyawp.com/reader.html](http://www.americanyawp.com/reader.html)  
 Other readings: Books or Articles (available as links and PDFs on D2L)

<p><b>WEEK 1</b>          AUG. 25 &amp;          AUG. 27</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 1: “The New World”: <a href="http://www.americanyawp.com/text/01-the-new-world/">http://www.americanyawp.com/text/01-the-new-world/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-new-world/">http://www.americanyawp.com/reader/the-new-world/</a></li> <li>- <i>Other Readings (PDFs on D2L)</i>:             <ul style="list-style-type: none"> <li>o Michael Hattem, “Columbus never set foot here. Why do we remember him?” <i>Washington Post</i> (June 15, 2020): <a href="https://www.washingtonpost.com/outlook/2020/06/15/columbus-never-set-foot-here-why-do-we-remember-him/">https://www.washingtonpost.com/outlook/2020/06/15/columbus-never-set-foot-here-why-do-we-remember-him/</a></li> <li>o Jeffrey Olster, “Disease has never been just disease for Native Americans,” <i>The Atlantic</i> (April 29, 2020): <a href="https://www.theatlantic.com/ideas/archive/2020/04/disease-has-never-been-just-disease-native-americans/610852">https://www.theatlantic.com/ideas/archive/2020/04/disease-has-never-been-just-disease-native-americans/610852</a></li> <li>o Begin reading Townsend, <i>Pocahontas and the Powhatan Dilemma</i> (due Sept. 15)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Review syllabus</li> <li>- Purchase books for class (Townsend, Dunbar, &amp; Dew)</li> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 2</b>          SEPT. 1 &amp;          SEPT. 3</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 2: “Colliding Cultures”: <a href="http://www.americanyawp.com/text/02-colliding-cultures/">http://www.americanyawp.com/text/02-colliding-cultures/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/colliding-cultures/">http://www.americanyawp.com/reader/colliding-cultures/</a></li> <li>- <i>Other readings (PDFs on D2L)</i>:             <ul style="list-style-type: none"> <li>o Tyler Parry, “The Curious History of Anthony Johnson: From Captive African to Right-wing Talking Point,” <i>Black Perspectives</i> (July 22, 2019): <a href="https://www.aaihs.org/the-curious-history-of-anthony-johnson-from-captive-african-to-right-wing-talking-point/">https://www.aaihs.org/the-curious-history-of-anthony-johnson-from-captive-african-to-right-wing-talking-point/</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Michael Guasco, “The Fallacy of 1610: Rethinking the History of Africans in Early America,” <i>Black Perspectives</i> (September 4, 2017): <a href="https://www.aaihs.org/the-fallacy-of-1619-rethinking-the-history-of-africans-in-early-america/">https://www.aaihs.org/the-fallacy-of-1619-rethinking-the-history-of-africans-in-early-america/</a></li> <li>○ Continue reading Townsend, <i>Pocahontas and the Powhatan Dilemma</i> (due Sept. 15)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 3</b> SEPT. 8 &amp; SEPT. 10</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 3: “British North America”: <a href="http://www.americanyawp.com/text/03-british-north-america/">http://www.americanyawp.com/text/03-british-north-america/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/british-north-america/">http://www.americanyawp.com/reader/british-north-america/</a></li> <li>- <i>Other readings (PDFs on D2L)</i>: <ul style="list-style-type: none"> <li>○ Philip Deloria, “The Invention of Thanksgiving,” <i>The New Yorker</i> (November 18, 2019): <a href="https://www.newyorker.com/magazine/2019/11/25/the-invention-of-thanksgiving">https://www.newyorker.com/magazine/2019/11/25/the-invention-of-thanksgiving</a></li> <li>○ Rachel Herrmann, “Food and Friendship in Early Virginia,” <i>The Junto: A Group Blog on Early American History</i> (June 20, 2019): <a href="https://earlyamericanists.com/2019/06/20/food-and-friendship-in-early-virginia/">https://earlyamericanists.com/2019/06/20/food-and-friendship-in-early-virginia/</a></li> <li>○ Continue reading Townsend, <i>Pocahontas and the Powhatan Dilemma</i> (due Sept. 15)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 4</b> SEP. 15 &amp; SEP. 17</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 4: “Colonial Society” <a href="http://www.americanyawp.com/text/04-colonial-society/">http://www.americanyawp.com/text/04-colonial-society/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/colonial-society/">http://www.americanyawp.com/reader/colonial-society/</a></li> <li>- <i>Other readings (PDFs on D2L)</i>: <ul style="list-style-type: none"> <li>○ Karen Cook Bell, “Black Women’s Fugitivity in Colonial America,” <i>Black Perspectives</i> (May 14, 2019): <a href="https://www.aaihs.org/black-womens-fugitivity-in-colonial-america/">https://www.aaihs.org/black-womens-fugitivity-in-colonial-america/</a></li> <li>○ David Preston, “When Young George Washington Started a War,” <i>Smithsonian Magazine</i> (October 2019): <a href="https://www.smithsonianmag.com/history/when-young-george-washington-started-war-180973076/">https://www.smithsonianmag.com/history/when-young-george-washington-started-war-180973076/</a></li> <li>○ Finish reading Townsend, <i>Pocahontas and the Powhatan Dilemma</i> (due Sept. 15)</li> <li>○ Begin reading Erica Armstrong Dunbar, <i>Never Caught</i> (due Oct. 8)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>

	<ul style="list-style-type: none"> <li>- In-class discussion of Townsend, <i>Pocahontas and the Powhatan Dilemma</i> (Tues.)</li> <li>- Book Response paper due (Tues.)</li> </ul>
<p><b>WEEK 5</b> SEP. 22 &amp; SEP. 24</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 5: “The American Revolution” <a href="http://www.americanyawp.com/text/05-the-american-revolution/">http://www.americanyawp.com/text/05-the-american-revolution/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-american-revolution/">http://www.americanyawp.com/reader/the-american-revolution/</a></li> <li>- <i>Other readings</i>: <ul style="list-style-type: none"> <li>o Erica Armstrong Dunbar, “George Washington, Slave Catcher,” <i>New York Times</i> (February 16, 2015): <a href="https://www.nytimes.com/2015/02/16/opinion/george-washington-slave-catcher.html">https://www.nytimes.com/2015/02/16/opinion/george-washington-slave-catcher.html</a></li> <li>o Annette Gordon Reed, “Thomas Jefferson’s Vision of Equality Was Not All-Inclusive. But It Was Transformative,” <i>Time</i> (February 20, 2020): <a href="https://time.com/5783989/thomas-jefferson-all-men-created-equal/">https://time.com/5783989/thomas-jefferson-all-men-created-equal/</a></li> <li>o Jeffrey Ostler, “The Shameful Final Grievance of the Declaration of Independence,” <i>The Atlantic</i> (February 8, 2020): <a href="https://www.theatlantic.com/ideas/archive/2020/02/americas-twofold-original-sin/606163/">https://www.theatlantic.com/ideas/archive/2020/02/americas-twofold-original-sin/606163/</a></li> <li>o Begin reading Erica Armstrong Dunbar, <i>Never Caught</i> (due Oct. 8)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 6</b> SEP. 29 &amp; OCT. 1</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 6: “A New Nation” <a href="http://www.americanyawp.com/text/06-a-new-nation/">http://www.americanyawp.com/text/06-a-new-nation/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/a-new-nation/">http://www.americanyawp.com/reader/a-new-nation/</a></li> <li>- <i>Other Readings</i>: <ul style="list-style-type: none"> <li>o Sean Wilentz, “Constitutionally, Slavery is no national institution,” <i>New York Times</i> (September, 16, 2015): <a href="https://www.nytimes.com/2015/09/16/opinion/constitutionally-slavery-is-no-national-institution.html">https://www.nytimes.com/2015/09/16/opinion/constitutionally-slavery-is-no-national-institution.html</a></li> <li>o David Waldstreicher, “How the Constitution was Indeed Pro-Slavery,” <i>The Atlantic</i> (September 19, 2015): <a href="https://www.theatlantic.com/politics/archive/2015/09/how-the-constitution-was-indeed-pro-slavery/406288/">https://www.theatlantic.com/politics/archive/2015/09/how-the-constitution-was-indeed-pro-slavery/406288/</a></li> <li>o Continue reading Erica Armstrong Dunbar, <i>Never Caught</i> (due Oct. 8)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 7</b></p>	<p><b>**October 5 is the last day to register to vote for the Nov. 3 election**</b></p>

<p>OCT. 6 &amp; OCT. 8</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 7: “The Early Republic” <a href="http://www.americanyawp.com/text/07-the-early-republic/">http://www.americanyawp.com/text/07-the-early-republic/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-early-republic/">http://www.americanyawp.com/reader/the-early-republic/</a></li> <li>- <i>Other readings</i>: <ul style="list-style-type: none"> <li>o Rosemarie Zagari, “On Voter Fraud and the Petticoat Electors,” <i>CommonPlace</i> (Oct. 2008): <a href="http://commonplace.online/article/voter-fraud-petticoat-electors-new-jersey/">http://commonplace.online/article/voter-fraud-petticoat-electors-new-jersey/</a></li> <li>o Jordan Taylor, “The Founding Fathers knew first-hand that foreign interference in U.S. elections was dangerous,” <i>The Washington Post</i> (October 7, 2019): <a href="https://www.washingtonpost.com/outlook/2019/10/07/founders-knew-first-hand-that-foreign-interference-us-elections-was-dangerous/">https://www.washingtonpost.com/outlook/2019/10/07/founders-knew-first-hand-that-foreign-interference-us-elections-was-dangerous/</a></li> <li>o Finish reading Erica Armstrong Dunbar, <i>Never Caught</i> (due Oct. 8)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> <li>- In-class discussion of Dunbar, <i>Never Caught</i> (Thurs.)</li> <li>- Book Response paper due (Thurs.)</li> </ul>
<p><b>WEEK 8</b> OCT. 13 &amp; OCT. 15</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 8: “The Market Revolution” <a href="http://www.americanyawp.com/text/08-the-market-revolution/">http://www.americanyawp.com/text/08-the-market-revolution/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-market-revolution/">http://www.americanyawp.com/reader/the-market-revolution/</a></li> <li>- <i>Other Readings (PDFs in D2L)</i>: <ul style="list-style-type: none"> <li>o Read the essays at <a href="https://americanantiquarian.org/millgirls/">https://americanantiquarian.org/millgirls/</a></li> <li>o Seth Rockman, “Mobtown U.S.A.: Baltimore,” <i>CommonPlace</i> (July 2003): <a href="http://commonplace.online/article/mobtown-u-s-baltimore/">http://commonplace.online/article/mobtown-u-s-baltimore/</a></li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> <li>- Exam #1 (Thursday)</li> </ul>
<p><b>WEEK 9</b> OCT. 20 &amp; OCT. 22</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 9: “Democracy in America” <a href="http://www.americanyawp.com/text/09-democracy-in-america/">http://www.americanyawp.com/text/09-democracy-in-america/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/democracy-in-america/">http://www.americanyawp.com/reader/democracy-in-america/</a></li> <li>- <i>Other Readings (PDFs on D2L)</i> <ul style="list-style-type: none"> <li>o Reeve Huston, “What we talk about when we talk about Democracy,” <i>CommonPlace</i> (October 2008): <a href="http://commonplace.online/article/talk-talk-democracy/">http://commonplace.online/article/talk-talk-democracy/</a></li> <li>o Kenneth Owen, “The Forgotten Origins of Politics in Sports,” <i>Slate</i> (January 2, 2018): <a href="https://slate.com/news-and-politics/2018/01/americans-have-mixed-sports-and-politics-for-longer-than-you-think.html">https://slate.com/news-and-politics/2018/01/americans-have-mixed-sports-and-politics-for-longer-than-you-think.html</a></li> </ul> </li> </ul>



	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 10</b> OCT. 27 &amp; OCT. 29</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 10: “Religion and Reform” <a href="http://www.americanyawp.com/text/10-religion-and-reform/">http://www.americanyawp.com/text/10-religion-and-reform/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/religion-and-reform/">http://www.americanyawp.com/reader/religion-and-reform/</a></li> <li>- <b>Other Readings (PDFs on D2L):</b> <ul style="list-style-type: none"> <li>o Johann N. Neem, “The Founding Fathers made our schools public. We should keep them that way,” <i>The Washington Post</i> (August 20, 2017): <a href="https://www.washingtonpost.com/news/made-by-history/wp/2017/08/20/early-america-had-school-choice-the-founders-rejected-it/">https://www.washingtonpost.com/news/made-by-history/wp/2017/08/20/early-america-had-school-choice-the-founders-rejected-it/</a></li> <li>o Laura R. Prieto, “Before the Pink Hat: Abolitionist (and Other) Objects of Protest,” <i>Nursing Clio</i> (May 4, 2017): <a href="https://nursingclio.org/2017/05/04/before-the-pink-hat-abolitionist-and-other-objects-of-protest/">https://nursingclio.org/2017/05/04/before-the-pink-hat-abolitionist-and-other-objects-of-protest/</a></li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 11</b> Nov. 3 &amp; Nov. 5</p>	<p><b>**Election Day is November 3. Go exercise your right to vote!**</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 11: “The Cotton Revolution” <a href="http://www.americanyawp.com/text/11-the-cotton-revolution/">http://www.americanyawp.com/text/11-the-cotton-revolution/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-cotton-revolution/">http://www.americanyawp.com/reader/the-cotton-revolution/</a></li> <li>- <i>Other Readings (PDFs on D2L):</i> <ul style="list-style-type: none"> <li>o Matthew Desmond, “If you want to understand the brutality of American capitalism, you have to start on the plantation,” <i>The New York Times’s</i> “1619 Project”: <a href="https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html">https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html</a></li> <li>o Sven Beckert, “Empire of Cotton,” <i>The Atlantic</i> (December 12, 2014): <a href="https://www.theatlantic.com/business/archive/2014/12/empire-of-cotton/383660/">https://www.theatlantic.com/business/archive/2014/12/empire-of-cotton/383660/</a></li> <li>o Begin reading Dew, <i>Apostles of Disunion</i> (due Nov. 19)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 12</b> Nov. 10 &amp; Nov. 12</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 12: “Manifest Destiny” <a href="http://www.americanyawp.com/text/12-manifest-destiny/">http://www.americanyawp.com/text/12-manifest-destiny/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/manifest-destiny/">http://www.americanyawp.com/reader/manifest-destiny/</a></li> <li>- <i>Other Readings (PDFs on D2L):</i></li> </ul>

	<p>Claudio Saunt, “The People Who Profited Off the Trail of Tears” <i>The Atlantic</i> (May 2020): <a href="https://www.theatlantic.com/magazine/archive/2020/05/claudio-sant-unworthy-republic-trail-of-tears/609097/">https://www.theatlantic.com/magazine/archive/2020/05/claudio-sant-unworthy-republic-trail-of-tears/609097/</a></p> <ul style="list-style-type: none"> <li>○ Rebecca Onion, “Andrew Jackson’s Adopted Indian Son,” <i>Slate</i> (April 29, 2016): <a href="https://slate.com/news-and-politics/2016/04/andrew-jacksons-adopted-son-lyncoya-why-did-jackson-bring-home-a-creek-indian.html">https://slate.com/news-and-politics/2016/04/andrew-jacksons-adopted-son-lyncoya-why-did-jackson-bring-home-a-creek-indian.html</a></li> <li>○ Gillian Brockell, “‘Hispanic invasion’: A white nationalist version of Texas that never existed,” <i>The Washington Post</i> (August 5, 2019): <a href="https://www.washingtonpost.com/history/2019/08/05/hispanic-invasion-white-nationalist-version-texas-that-never-existed/">https://www.washingtonpost.com/history/2019/08/05/hispanic-invasion-white-nationalist-version-texas-that-never-existed/</a></li> <li>○ Continue reading Dew, <i>Apostles of Disunion</i> (due Nov. 19)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> </ul>
<p><b>WEEK 13</b> Nov. 17 &amp; Nov. 19</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 13: “The Sectional Crisis” <a href="http://www.americanyawp.com/text/13-the-sectional-crisis/">http://www.americanyawp.com/text/13-the-sectional-crisis/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-sectional-crisis/">http://www.americanyawp.com/reader/the-sectional-crisis/</a></li> <li>- <i>Other Readings (PDFs on D2L)</i>: <ul style="list-style-type: none"> <li>○ Annette Gordon Reed, “‘Uncle Tom’s Cabin’ and the Art of Persuasion,” <i>The New Yorker</i> (June 6, 2011): <a href="https://www.newyorker.com/magazine/2011/06/13/the-persuader-annette-gordon-reed">https://www.newyorker.com/magazine/2011/06/13/the-persuader-annette-gordon-reed</a></li> <li>○ Carole Emberton, “Remembering the sins of Millard Fillmore,” <i>Washington Post</i> (January 5, 2018): <a href="https://www.washingtonpost.com/news/made-by-history/wp/2018/01/05/remembering-the-sins-of-millard-fillmore/">https://www.washingtonpost.com/news/made-by-history/wp/2018/01/05/remembering-the-sins-of-millard-fillmore/</a></li> <li>○ Finish reading Dew, <i>Apostles of Disunion</i> (due Nov. 19)</li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Come to class prepared to discuss the readings.</li> <li>- In-class discussion of Dew, <i>Apostles of Disunion</i> (Thurs.)</li> <li>- Book Response paper due (Thurs.)</li> </ul>
<p><b>WEEK 14</b> Nov. 24 &amp; Nov. 26</p>	<p><b>**Last week of in-person class**</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Get ahead on next week’s readings</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- <b>Enjoy Thanksgiving break!</b></li> </ul>
<p><b>WEEK 15</b></p>	<p><b>**Remote classes this week. More information on D2L**</b></p> <p><b>Readings:</b></p>

<p>DEC. 1 &amp; DEC. 3</p>	<ul style="list-style-type: none"> <li>- <i>American Yawp</i>, Ch. 14: “The Civil War” <a href="http://www.americanyawp.com/text/14-the-civil-war/">http://www.americanyawp.com/text/14-the-civil-war/</a></li> <li>- <i>Primary Sources</i>: <a href="http://www.americanyawp.com/reader/the-civil-war/">http://www.americanyawp.com/reader/the-civil-war/</a></li> <li>- <i>Other Readings (PDFs on D2L)</i>: <ul style="list-style-type: none"> <li>o Stephanie McCurry, “The Confederacy was an antidemocratic, centralized state,” <i>The Atlantic</i> (June 21, 2020): <a href="https://www.theatlantic.com/ideas/archive/2020/06/confederacy-wasnt-what-you-think/613309/">https://www.theatlantic.com/ideas/archive/2020/06/confederacy-wasnt-what-you-think/613309/</a></li> <li>o Manisha Sinha, “Architects of Their Own Liberation: African Americans, Emancipation, and the Civil War,” <i>OAH Magazine of History</i> 27:2 (April 2013): 5-10 (PDF on D2L)</li> <li>o Annette Gordon Reed, “Growing up with Juneteenth,” <i>The New Yorker</i> (June 19, 2020): <a href="https://www.newyorker.com/culture/personal-history/growing-up-with-juneteenth">https://www.newyorker.com/culture/personal-history/growing-up-with-juneteenth</a></li> </ul> </li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Exam #2 (due Thursday)</li> </ul>
<p><b>FINALS WEEK</b></p>	<p><b>Submit Special Collections paper to D2L.</b></p>