San José State University
American Studies Program
AMS 1A, American Civilization, 11/12, 13/14, 15/16, Fall, 2018

Course and Contact Information

Instructor: Prof. Joel Franks
            Prof. Funie Hsu
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Office Hours: Franks, M/W 10:30-11:30 AM
             Hsu, T/Th 2:45-3:45 PM (please email to schedule)
             Trost, T/Th 3:00-3:30 PM, W 1:00-3:00 PM

Class Days/Time: Lecture T/Th 12-13:15
                 Seminar T/Th 13:30-14:45

Classroom: Lecture: WSQ 109
           Seminars: Franks DMH 226B
                     Hsu BBC 125
                     Trost SH 240

GE/SJSU Studies Category: American Studies 1A/B is a two-semester sequence, six units per semester, for a total of twelve units. When you successfully complete both semesters, you will have fulfilled the following:

• Core GE: (12 units) Area C1 Arts, Area C2 Letters, Area D2 Comparative Systems, Area D3 Social Issues.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the
messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Professor Franks  
http://www.sjsu.edu/americanstudies/faculty/joel_franks/  
Professor Hsu  
http://www.sjsu.edu/people/funie.hsu/  
Professor Trost  
http://www.sjsu.edu/people/louann.trost/  
American Studies at SJSU  
http://www.sjsu.edu/americanstudies/

Course information Online

Some additional assignments and announcements may be sent to the students via the Canvas website.  
https://sjsu.instructure.com/.  Please note that this is not an on-line class. Do not rely on the Canvas site to substitute your presence in class. All assignments or announcements will be made in class. Your attendance is required to achieve a good grade. You are responsible for regularly checking with Canvas or MySJSU (or other communication system as indicated by the instructor). For information on using Canvas, please review the website, http://www.sjsu.edu/at/ec/canvas/student_resources/index.html and the Canvas Guide, http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf.

Course Description (Required)

American Civilization I & II (AMS 1A & 1B) provide a thematic and chronological look at the rich and diverse culture that has developed in what is now the United States, from the era of the First Americans (American Indians), through constant waves of immigration from around the world, to the present. In AMS 1A we cover the period from before European contact up through the Civil War, while AMS 1B will pick up at that point and bring our cultural analysis up to the present. We will take our definition of “culture” from cognitive anthropology: culture is a system of knowledge that people use to do two important things: interpret experience and generate responses. We will study how varying people and groups responded to, contributed to, and modified life experiences in the area we know today as the United States, and we will also reflect on the message and impact of a wide range of cultural artifacts they created and social practices they followed—art, music, poetry, literature, technology, rituals and ceremonies, appropriate rules of behavior, etc.

Our goal is to understand the complexities of our past to better evaluate our present and contribute to our future. American Studies is also interdisciplinary: That means that we will use the intellectual tools from a broad array of the social sciences, humanities, and the arts to understand the people of the United States. An important skill we seek to cultivate is integrative awareness. You, as students, are encouraged to develop what Professor Gene Wise famously referred to as “connecting minds.” This means connecting action, thought, and history which is why some assignments take us out of the classroom. As the semester progresses, you should be making more and more meaningful connections between lectures, seminars, readings, course activities and assignments, your heritage, your current life experience, and your vision for this nation’s future.

American Studies 1A and B are courses divided into two interwoven components: a lecture that includes the entire group followed by a smaller group seminar during which you will discuss and analyze the material presented in lecture and your assigned readings for that day. Your seminar instructor will discuss seminar requirements. Attendance at all class meetings - both lectures and seminars - is required for maximum benefit of the course. Lectures draw from ideas in your assigned readings but do not duplicate this material, so you will
not be able to find an alternate source for the information that you miss. You should bring to both lecture and seminar the assigned readings for that day. Do not hesitate to write in your textbooks, underline interesting passages, or make personal notations about your ideas as you read. These are your books, and the bookstore will not penalize you for writing in them.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

**Area C1 Arts**

GELO 1. Recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;
GELO 2. Respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
GELO 3. Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

**Area C2 Letters**

GELO 1. Recognize how significant works illuminate enduring human concerns;
GELO 2. Respond to such works by writing both research-based critical analyses and personal responses; and
GELO 3. Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

**Area D2 Comparative Systems and Area D3 Social Issues**

GELO 8. Place contemporary developments in cultural, historical, environmental, and spatial contexts;
GELO 9. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
GELO 3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
(Area D2) GELO 4. Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
(Area D3) GELO 4. Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

**American Institutions**

Student Learning Objectives (SLOs)

Students shall be able to:

SLO 1: Describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, and within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

SLO 2: Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able
to describe: the foundations of the political system, the links between the people and government, the operations of California government.

SLO 3: Identify the tools of political action and collective decision-making at the local, state, national, and global level; and articulate the values and assumptions that inform their civic engagement.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1: Discuss the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States discuss the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States.

2. CLO 2: Recognize the political foundation of the U.S. Constitution and be able to explain the relationship between citizens and the government institutions.

3. CLO 3: Analyze and understand the historical context of literature, art, music, and poetry from pre-colonial American through the period of Reconstruction.

4. CLO 4: Compare and contrast the origins of the abolition and woman's rights movements.

Assessment of GELOs, SLOs, and CLOs: All of these Learning Outcomes will be assessed by a range of different methods, across the lecture and seminar components of the course, often integrating different outcomes together in any given assignment or classroom activity to help in your development of a “connecting mind.” These modes of assessment include but are not limited to two mid-term exams and a final (bluebooks required for all); two different out of class paper assignments; required seminar journals, quizzes, group exercises, and other participatory activities.

These outcomes will be assessed by a range of different methods, including but not limited to two mid-term exams and a final; two different out of class paper assignments; seminar journals, quizzes, group exercises, and other participatory activities.

Required Texts/Readings (Required)

Textbook


Other Readings

Other online links and PDFs will be listed in the Course Readings List distributed along with this syllabus on the first day and might be posted in Canvas and/or on Faculty Web Pages. See your seminar instructor for specific directions here.

Library Liaison

Our library liaison for this course is Peggy Cabrera. She is a kind and talented reference librarian who is based in King Library but can also sometimes be found working at the Library’s outreach help site located in the
Student Success Center on the first floor of Clark Hall.  Her e-mail address is Peggy.Cabrera@sjsu.edu and her campus phone number is 408-808-2034.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Midterm Exams 1 (15%): All exams will be essay and will be given in two sequential parts: an IDs, quotes, short essay response component in the lecture period immediately followed by an essay component in the seminar period. They will require you to demonstrate and integrate your knowledge across several of the GE categories. You are expected to bring your own and enough bluebooks on exam days. Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/D3 GELO 2; SLO 1, 2, 3; CLO 3.

Midterm Exam 2 (15%): All exams will be essay and will be given in two sequential parts: an IDs, quotes, short essay response component in the lecture period immediately followed by an essay component in the seminar period. They will require you to demonstrate and integrate your knowledge across several of the GE categories. You are expected to bring your own and enough bluebooks on exam days. Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/3 GELO 2; SLO 1, 2, 3; CLO 3.

Paper 1 (15%): The first paper will require an off campus visit to a historic California site, combining Arts, Letters, and U.S. History categories, and will also be approximately 5-7 pages in length. Aligns with Area C1 GELO 1; Area C2 GELO 2, 3; Area D2/3 GELO 2.

Paper 2 (15%): The second paper will combine American Institutions and Social Issues categories, and will be approximately 5-7 pages in length. Aligns with Area C2 GELO 2, 3; Area D2/3 GELO 1, 3; Area D3 GELO 4.

Journals (10%): The journals will be connected to the seminar readings, and will be discussed in greater detail by your seminar instructor. Aligns with Area C1 GELO 1, 2; Area C2 GELO 1; Area D2/3 GELO 1, 2; Area D2 GELO 4; SLO 1; CLO 1, 2, 3, 4.

Seminar (15%): The seminar grade will be based, collectively and cumulatively, on class participation in seminar, which includes not only the quality of your seminar discussion responses but also all quizzes on readings in Foner, group activities, and various classroom activities covered there. See your seminar instructor for any further elaboration on particular seminar procedures or more specifics on penalties for late or missed work, extra credit options. All seminars will require students to attend and respond to at least one event offered by the SJSU Campus Reading Program this semester—for more info go to www.sjsu.edu/reading/ Aligns with SLO 1, 2, 3; CLO 1, 2, 3, 4.
Final Examination (15%): The final exam will be held on Thursday, December 13th in the seminar locations, from 12:15-14:30. It will follow the exam format described above. Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in this syllabus—and since this is a 6 credit class, expect twice as much work time as you would for a 3 credit class. **Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/3 GELO 2; SLO 1, 2, 3; CLO 3.**

**IMPORTANT SCHEDULE DATES:**
- Tuesday, September 18: Assign Paper #1
- Thursday, September 27: First Midterm
- Tuesday, October 23: Paper # 1 Due
- Tuesday, November 6: Assign Paper #2
- Tuesday, December 4: Second Midterm
- Tuesday, December 4: Paper #2 Due
- Thursday, December 13: Final Exam

**Grading Information**

Our grading scale is as follows:

- **A+ = 98-100**
- **A = 92-97**
- **A- = 90-91**
- **B+ = 88-89**
- **B = 82-87**
- **B- = 80-81**
- **C+ = 78-79**
- **C = 72-77**
- **C- = 70-71**
- **D+ = 68-69**
- **D = 62-67**
- **D- = 60-61**
- **F = 59 and below**

**Determination of Grades**

GRADING BREAKDOWN:

- **First midterm**: 15 %
- **Second midterm**: 15 %
- **California history paper (Paper #1)**: 15 %
- **Social Issues in society paper (Paper #2)**: 15 %
- **Journals/ Reading Responses**: 10 %
- **Seminar grade**: 15 %
- **Final**: 15 %

Turning in an assignment late results in a full letter grade reduction for each day the assignment is late. Not turning in an assignment at all counts zero, while a submitted assignment that failed could still count up to 59 points. Therefore, it is always important and in your best interest to submit all assignments.

Please note that exams **will not** be re-administered after their scheduled times, unless there is a documented need for accommodation, an urgent medical crisis (for which you will need to provide documentation demonstrating a medical visit the day of the exam or an earlier visit resulting in a doctors note for the period of the exam) or a family emergency (which requires documentation from an appropriate professional).

Additional grading information specific to each professor can be found in the corresponding seminar syllabi. **Extra Credit**: Extra credit options, if available, will be detailed in seminar sections.
Grading Information for GE

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

Class Civility and a Note on the Times We Are Living In:
We must conduct ourselves with civility, decency, and have a great capacity for tolerating differing points of view. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and open way. We also need to stress here that there are facts and there are facts. We can interpret those facts, and come to our own opinions, but we cannot create “alternative facts.” importantly, we must maintain an atmosphere of open discussion and academic integrity. The professors of the course vigorously defend our rights to teach, speak, and introduce ideas that some students might consider “controversial” --- one of the hallmarks of democracy and the central principles of higher education is to question, interrogate, research and learn. As such, we want to reiterate the importance of academic freedom enshrined in our public university system.

1. Students are responsible for everything covered in class, whether students are present or not, (lecture materials will not be posted on Canvas), and are encouraged to give class participation the same level of respect and responsibility you would bring to any professional space: that means treating everyone you engage with in a courteous manner, arriving to class punctually, and coming prepared to work with the assigned materials and activities of the day.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Electronic device policy: Use of any electronic devices (such as laptop computers, mobile phones, pagers, PDAs, MP3 players, etc.) is not allowed during lectures or seminars. The only exceptions to this policy are when computer use is specifically authorized by your instructors, and when students who are registered with the Disability Resources Center use devices recommended by the DRC.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page at http://www.sjsu.edu/provost/Academic_Calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

● University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

● “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings
are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
**AMS 1A / American Civilization, Fall 2018, Course Schedule**

**Lecture and Reading List:** The readings listed below correspond to the lecture topics and should be completed *before* coming to class on the date indicated. The readings, however, are not the focus of the lecture itself and your professors will not spend time explaining the readings during their lectures (that is the purpose of the seminar), although they may allude to certain themes or passages with the expectation that you are familiar with the material. It is important to **read critically, take careful notes** (which may include questions that you can present during the seminar), and **underline significant passages**. Excerpts or significant quotations from a selection of these readings will comprise portions of the midterm and final exams.

Readings for this course draw from three sources: *The Norton Anthology of American Literature*, shorter eighth edition, Volume 1 (abbreviated as *Norton*); Foner, *Give Me Liberty!* Seagull edition, Volume 1 (abbreviated as *Foner*), and other pdf (text) files or Internet hyperlinks (*online reading*).

Pdf files will be posted on Canvas or faculty web pages (check with your seminar instructor) and additional hyperlinks, as needed, are given here. The schedule is subject to change with fair notice, the notice will be made in lecture and/or over email.

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction</td>
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<tr>
<td>1</td>
<td>8/23</td>
<td>Pre-Columbian America</td>
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<td>Reading: <em>Foner</em>, Preface and Chapter 1</td>
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<td><em>Norton</em>: “The Iroquois Creation Story,” 20-24</td>
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<td>2</td>
<td>8/28</td>
<td>European Expansion</td>
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<td>Reading: <em>Norton</em>: Columbus, pp. 24-28; Cortés, pp. 36-42; Champlain, pp. 43-47</td>
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<td>8/30</td>
<td>Indentured Servitude to Chattel Slavery</td>
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<td>Reading: <em>Foner</em> Chapter 2</td>
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<td><em>Norton Anthology</em>, from Olaudah Equiano (1745-1797)</td>
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<td><em>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself</em>: 354-387</td>
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<td>3</td>
<td>9/4</td>
<td>Salem Witch Trials and Hysteria</td>
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<td>Roger Williams, “Letter to the Town of Providence” 102-3, 109</td>
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<td>3</td>
<td>9/6</td>
<td>Spiritual Resistances and Awakenings</td>
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<td>Reading: <em>Foner</em>, Chapter 4</td>
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<td>“Old Lights’ versus ‘New Lights’”: Jonathan Edwards (on the religion of the heart), and Charles Chauncy (on the dangers of religious fervor).</td>
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<td>4</td>
<td>9/11</td>
<td>California Missions and Spanish Expansion</td>
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<td>Reading: <em>Foner</em>, Chapter 3</td>
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<td>Online A Report From Spanish CA, 1776</td>
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<td><a href="http://tinyurl.com/j5mhudy">http://tinyurl.com/j5mhudy</a> Sainthood of Junipero Serra Reopens Wounds of Colonialism in California</td>
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**Norton:** Samson Occom, from *A Short Narrative of My Life* 224-227 |
| 5    | 9/18 | Constructing a Political Identity: The Declaration of Independence | Reading: **Norton:** *Introduction* 157-167.  
Red Jacket, from *Reply to Missionary* 229-31  
**Online reading:** final clean version of Declaration of Independence  
http://www.archives.gov/exhibits/charters/declaration_transcript.html |
| 5    | 9/20 | American Revolution | Reading: Reread Declaration of Independence  
**Foner,** Chapter 5  
**Norton:** Thomas Paine, from *Common Sense* and *Crisis* 331-337  
**Online:** Abigail Adams, “Remember the Ladies,”  
https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa |
| 6    | 9/25 | The Constitution and Bill of Rights | Reading: **Foner,** Chapters 6 and 7; Constitution and Bill of Rights  
| 6    | 9/27 | Midterm | |
| 7    | 10/2 | Disestablishment and Second Great Awakening | Readings: **Foner,** Chapter 8  
**PDFs:** Jefferson, “Query XVII: Religion” from *Notes on the State of Virginia*  
Charles Finney, “What a Revival of Religion Is”  
“John Wesley’s Accountability Discipleship Groups” |
| 7    | 10/4 | Slave Narratives | Readings **Foner:** Chapter 11  
**Norton:** Frederick Douglass, from *Narrative of the Life of Frederick, Douglass, an American Slave* 934-1002.  
Harriet Jacobs, from *Incidents in the Life of a Slave Girl* 818-839. |
| 8    | 10/9 | Constructing a National Identity | Reading: **Foner,** Chapter 8 (Review if necessary)  
**Norton:** James Fenimore Cooper, “From Last of the Mohicans” 482-491  
Tecumseh, “Speech to the Osages,” 231-233 |
| 8    | 10/11 | Market Revolution | Readings: **Foner,** Chapter 9  
**PDF:** Melville, “The Tartarus of Maids” |
| 9    | 10/16 | Women of the New Republic | Readings **Norton:** Margaret Fuller 749-760.  
Angela Grimké, from *Appeal to Christian Women of the South* 771-775.  
**Online:** Sojourner Truth 775-776. Link below to enactment of Truth’s speech:  
http://www.upworthy.com/163-years-ago-a-former-slave-rocked-the-world-with-these-words?c=upw1  
Browse *Godey’s Lady’s Book* some online. Here is a link:  
http://onlinebooks.library.upenn.edu/webbin/serial?id=godeylady |
<p>| 9    | 10/18 | Immigration |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>10/23</td>
<td>Utopian Visions: Abolitionism, Feminism and Nature</td>
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|        | **Readings:** [Norton](#), From Crevecoeur, Letters from an American Farmer, 308-323.  
|        | **PDFs:** Benjamin Franklin on German Immigration; Naturalization Acts, 1790, 1795; The Irish Potato Famine;  
|        | Michael Holt, “The Know Nothing Party.”                               |
| 10/25  | The Orient, Pacific, and Antebellum America                          |  
|        | **Readings:** [Online](#) History of Labor in Hawai‘i  
|        | [http://www.hawaii.edu/uhwo/clear/home/HawaiiLaborHistory.html](#)  
|        | [PDF](#) Julie Kaomea, Education for Elimination in 19th Century Hawai‘i: Settler Colonialism and the Native Hawaiian Chiefs’ Children’s Boarding Schools |
| 10/30  | Music in Antebellum America                                          |  
| 11/1   | Abolitionism                                                          |  
|        | **Readings:** [Norton](#), David Walker, from “Appeal in Four Articles,” pp. 765-69;  
| 11/6   | Midterm 2                                                             |  
| 11/8   | Rise of White Male Democracy and the Age of Jackson                  |  
|        | **Readings:** [Foner](#), Chapter 10  
|        | [PDF](#) Jackson’s Veto Message                                      |
| 11/13  | The Supreme Court                                                     |  
|        | [Online](#) Digital History: McCullough v. Maryland  
|        | [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=200](#)  
|        | The Dred Scott Decision                                              |  
|        | [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=293](#) |
| 11/15  | Antebellum Education Reform                                           |  
|        | **Readings:** [Online](#) Horace Mann-Lectures on Education, p. 39-86  
|        | [https://archive.org/details/lecturesannualre01mannahla](#)  
|        | Two Reports on the Pursuit of Equal Educational opportunity for African American Children in New York and California, 1859  
| 11/20  | US Expansion and Gold Rush                                            |  
|        | **Readings:** [Foner](#), Chapter 13, pp. 363-378  
|        | [Online](#) John L. O’ Sullivan, Manifest Destiny  
|        | [http://www.historytools.org/sources/manifest_destiny.pdf](#)  
|        | Hudson Valley School of Art, [http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm](#)  
|        | “Land Loss in California”                                             |  
|        | [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=570](#)  
|        | [PDF](#) People v. Hall                                              |
| 11/27  | Transcendentalism and Other Literature                                |  
|        | **Readings:** [Norton](#), Emerson, “The American Scholar,” p. 505, 536-49;  
|        | Thoreau, “Resistance to Civil Government,” pp. 839-58; from Walden pp. 901-916;  
<p>| 11/29  | Benevolence and Antebellum Literature                                 |<br />
|        | <strong>Readings:</strong> <a href="#">Norton</a>, Harriet Beecher Stowe, from <em>Uncle Tom’s Cabin</em> 779-790 |</p>
<table>
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<tr>
<th>Date</th>
<th>Due Date</th>
<th>Assignment</th>
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<td>16</td>
<td>12/4</td>
<td>Origins of Civil War</td>
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<td>Reading: Foner, Chapter 13, pp. 378-401</td>
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<td>Norton, From Delaney, Political Destiny of the Colored Race, pp. 776-778;</td>
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<td>PDFs: Dred Scot Decision; John Brown Defends His Raid</td>
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<td>Paper 2 Due</td>
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<tr>
<td>16</td>
<td>12/6</td>
<td>Civil War</td>
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<td>Reading: Foner, Chapter 14, reread</td>
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<td>Norton Anthology: Abraham Lincoln's Gettysburg and Second Inaugural Address, pp. 745-749; Whitman, Selected Works, pp. 1005-1009; 1079-1088</td>
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<td>PDF: Emancipation Proclamation</td>
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<td>Online: <a href="http://www.historynet.com/women-in-the-civil-war">http://www.historynet.com/women-in-the-civil-war</a></td>
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<td>Final Exam</td>
<td>12/13</td>
<td>12:15-2:30pm, Seminar rooms</td>
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