

We the People

of the United States, in order to form a more perfect Union, establish domestic Tranquillity, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to our Posterity, do ordain and establish this Constitution for the United States of America.

Article. 1.

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have Representatives in proportion to the whole Number of free Persons, including those bound to Service for a Year or more, excluding Indians not taxed, three fifths of all other Persons.

# American Civilization I

Dr. Jacqueline Beatty  
jbeatty@ycp.edu

Spring 2021

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Electors in each State, one Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three equal Clases, the Senators of the first Class shall be vacated at the Expiration of the second Year; of the second Class at the Expiration of the fourth Year; of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, the Electors of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided. The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. The Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present. Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of Profit or Trust under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment according to Law.

Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday of December, unless they shall by Law appoint a different Day.

Section. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall have the sole Power to punish its Members, and from time to time publish the same, excepting such Parts as may in their Opinions relate to the private Affairs of any Person; and the Members of either House on any Question shall, at the Desire of one fifth of those Present, be entered on the Journal by yeas and Nays, and the Yea or Nay of a Member shall in any Case be recorded.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three Days, nor to any other Place.

Section. 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance in either House, or in going to or returning from the same; and for any Speech or Debate in either House, they shall not be liable to any other Prosecution.

No Senator or Representative shall, during the Term for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such Term; and no Person holding any Office under the United States shall be a Representative.

Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as to the Matter thereof. Money shall not be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Section. 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States.

**COURSE BASICS - 2**

**COURSE WORK - 4**

**COURSE SCHEDULE - 5**

**HIS111.101 & HIS111.103**

101: T/Th 9:30-10:45; 103: T/Th 2-3:15 | Humanities 128 and on Zoom



# COURSE BASICS

## COURSE DESCRIPTION

This course provides a survey of American Civilization from the Age of Exploration to the end of Radical Reconstruction. Among the topics to be examined will be: European exploration of North America, Native American civilization, European settlement and the evolution of colonial British America, the American Revolution, the creation of the American nation, the early national experience, early nineteenth century growth and expansion of the nation, the Antebellum experience, and the American Civil War. These topics will be presented chronologically with an emphasis on the evolution of a distinctive American culture and character.

## COURSE OBJECTIVES

- Demonstrate understanding of the United States as consisting of diverse communities and cultures at the local and national level.
- Explain the social, political, economic, and cultural structures of the United States using quantitative and/or qualitative data.
- Explain and critically analyze the complex social, political, economic, and cultural development of the United States and its contemporary issues.
- Reflect upon how their experience with and/or learning about diverse communities has affected their own identity and commitment to public action at the local, national, or global level.
- Extend knowledge from their own personal background and academic disciplines to a consideration of national issues and solutions.
- Through the use of primary and secondary sources students will develop a fuller understanding of and appreciation for the field of history and the interpretative and analytical skills employed when doing history.
- Students will further develop reading, writing, communication, and critical thinking skills.
- To enhance student understanding of historical thinking skills, particularly concept of historiography.

## COURSE POLICIES

Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.

**\*\*Because of the ongoing Coronavirus pandemic, mask-wearing will be required in all in-person meetings.\*\***

## OFFICE HOURS

If you have questions or concerns about the course, your work, the material, etc., I am available on **Tuesdays and Thursdays from 11am-12pm** and on **Mondays and Wednesdays from 1-3pm**. Additionally, I am available by appointment scheduled via SSN. My office hours are always **on Zoom**. The link is available on Canvas.



## REQUIRED READING

Your required reading for this semester is all available free and online. All assigned readings are free and available on **Perusall**, an online reading platform, linked on Canvas. You are **encouraged** to consult **The American Yawp**, a free, online textbook to clarify lecture and reading material when necessary. "Yawp" reading is listed on the syllabus, but is always optional (unless noted otherwise). See [www.americanyawp.com](http://www.americanyawp.com).



# TECHNOLOGY POLICIES FOR THE HYFLEX CLASSROOM

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Because of our new, hyflex-learning environment, students are strongly encouraged to bring a laptop or tablet for in-class work, every day. However, the use of laptops or tablets for inappropriate purposes (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable. During class, all cell phone use is prohibited (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be put away, silenced, and out of sight. Violation of this technology policy by use of laptops/tablets for non-classroom activity or any use of phone will adversely affect students' participation and, if egregious, attendance grades.

When students are on Zoom, it is preferred that their video is not muted.

## READING

Students are expected to **complete all readings prior to the class meeting**. Students must **have access to the readings** (advised to have via computers/tablets with copies of readings/notes) in class on the day in which these readings are assigned. A reminder: students will **not be able to use their phones to access the reading** materials during class time. We will be using an online platform called **Perusall** to access, engage with, and comment on reading materials. Perusall is available on Canvas. Students should post questions, comments, and conversations on Perusall.

## LATE WORK POLICY

Students may submit lab activities and Perusall comments late, but this late work **must be turned in within 48 hours of the due date** (all work is timestamped). Any assignment submitted after the timestamped deadline as listed on Canvas is considered late. Late work can only receive **a maximum of half credit. No late quizzes will be accepted for credit. Late final projects will not be accepted.** \*N.B.: if there is an extenuating circumstance and the student explains their need for an extension in a timely manner, the instructor will accept late work; the student must communicate this need with the professor directly and mutually agree to an extended deadline. This especially includes circumstances related to the Coronavirus pandemic.

## INSTRUCTOR FEEDBACK

Students should generally expect feedback on all assignments about one week after handing in these assignments. On holidays and school breaks, this time frame may be extended. Students should also allow additional time when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback for work submitted online will be made available online (comments and grades).



## LEARNING ACCOMMODATIONS

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or [lmille18@ycp.edu](mailto:lmille18@ycp.edu) to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.



# COMMUNICATION

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Students are responsible for checking their **YCP email accounts, the Canvas site, and Perusall** regularly. This will be especially important as we all navigate the new normal of the world with the Coronavirus pandemic. The instructor will communicate with students via email and announcements on the course website. Please **do not use your personal email account** to email the instructor; instead, use your YCP email account when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) rather than sending a message through Canvas—these emails do not directly forward to the instructor's email account.

# ACADEMIC INTEGRITY POLICY

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, **academic dishonesty will not be tolerated** at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, the faculty member will have the discretion to decide on a suitable sanction up to a grade of 0 for the course. Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty. Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature. If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction. Students are encouraged to communicate with the instructor if they have questions about this policy or whether their work violates this policy (in advance of the due date).



# COURSE WORK

## ATTENDANCE AND PARTICIPATION (50 POINTS, 11%)

Students must earn this grade through regular **attendance in class and participation in group work and discussion.**

Attendance includes your physical presence, but also your mental presence as well. Participation includes **asking questions, answering questions, and participating fully** in lab activities. Students should give respectful attention to the instructor, to other students, and to course content; persistent phone usage, lateness, or other inattentive and disrespectful behavior will negatively affect a students' attendance grade. Students may **miss two class sessions without penalty** to their grade. **Excused absences** are granted only in certain circumstances (such as a medical appointment or family emergency); in these instances, students must **communicate with the professor** and provide documentation (i.e. a doctor's note) in order to have absences excused. N.B. The instructor will not re-teach a missed class session via email or office hours.

## READING (100 POINTS, 23%)

This semester, all of our reading activity (except for your one required book) will be conducted on an online platform called **Perusall**, which is linked directly on the Canvas page's left-navigation menu. Students should **click that link ASAP** to activate their Perusall page and familiarize themselves with the functionality of the site. All assigned readings except for your required textbook will be available there for students. Additionally, Perusall enables conversations on the readings themselves.

Therefore, your reading and engagement with the reading from Perusall will be graded. Perusall grades include the time spent engaged with the reading, your comments and questions on the content, your conversations with each other, your reactions, and any other links you may see between the history, our current world, or other classes you are taking. **Each assigned reading has a value of up to 3 points**, and is measured by your engagement with the readings and with each other. Reading and comments are **due by 8pm the night before they appear on the syllabus schedule unless otherwise noted** (deadlines are time stamped on Canvas).

## EXTRA CREDIT

Students may do **up to three optional extra credit assignments** over the course of the semester. The first may only be completed and handed in only during the month of September; the second only in the month of October; and the third only in the month of November. Each assignment requires **engagement with and citation of primary and/or secondary sources** appropriate to the topic. Each of the three assignments can earn you **up to five points** to your semester grade (an opportunity of fifteen points total). Extra credit assignments are **1-2 page write-ups** on one of the following:

- An analysis of a visit to a historical museum or site with relevant exhibits/material on American history through Reconstruction
- A review of a documentary on any topic in American history through Reconstruction
- A response to any event sponsored by the History and Political Science Department

\*Unless otherwise noted, **assignment submissions must be posted on the online course site.** If the site malfunctions, or you have difficulties posting, your work is **still due.** Students must email the instructor the work by the deadline for credit (This should be an emergency option only). I recommend that you do your work in a savable Word/Google document and then post it online.\*

# **LAB REPORTS (130 POINTS TOTAL, 10 POINTS EACH, 30%)**

Students will complete one-page response papers weekly in small groups answering a specific prompt based on each week's lecture, reading, and discussion. During each class, students will answer questions about sources and we will discuss them together. Guidelines and format for Lab reports are available on Canvas. Lab Reports are due **on Canvas by midnight on the Sunday following the lab meeting**. Students who are absent—excused or unexcused—must still complete Lab Activities individually by the deadline (unless students are granted an extension in writing by the instructor).

# **WEEKLY QUIZZES (50 POINTS, 11%)**

Students will complete short (usually 2-3 questions of varying point value) quizzes **on Canvas** based on that week's lecture. These quizzes are **open-book and open-note**; they are **not timed**; and the questions are posted and available to students ahead of time on Canvas. Students will take **11 quizzes** over the course of the semester worth 55 points total; as only 50 points of this total will count toward students semester grade, each student will receive 5 grace points on quizzes. Quizzes are due by **5pm each Friday** (so students must manage their time so as to complete these quizzes in enough time to finish before the 5pm deadline). **Late quizzes are not accepted.**

# **MIDTERM PROJECT (30 POINTS, 7%)**

About halfway through the semester, students will complete a short project **in small groups investigating the U.S. constitution**. Details for this short project are available **on the Canvas page**.

# **FINAL PROJECT (80 POINTS, 18%)**

Students will **choose one of the following projects**:

Option 1: A traditional essay (individual work)

Option 2: An “unessay”/creative interpretation assignment (digital product only; individual work or group of up to 3 people)

**Details for both options, including guidelines, ideas, and rubrics, are available on the course site. Small, check-in components of the final project will be due over the course of the semester. The final project will be submitted online during the final exam period.**

## **GRADE SCALE**

**4**: 90% and higher; 396-440 points

**3.5**: 85-89.9%; 374-395 points

**3**: 80%-84.9%; 352-373 points

**2.5**: 75%-79.9%; 330-351 points

**2**: 70%-74.9%; 308-329 points

**1**: 65%-69.9%; 286-307 points

**0**: Below 65%; below 286 points

# COURSE SCHEDULE

\*schedule and meeting logistics subject to change pending Coronavirus pandemic situation\*

## Introduction

### **Tuesday, February 2: Course Introduction (A on Zoom)**

Reading: Syllabus; Immerwahr, "History isn't just for patriots" (due Wednesday at 5pm)

Watch: Chimamanda Ngozi Adichie, "The Danger of a Single Story" (due Wednesday at 5pm)

To Do: Upload a profile picture on Canvas

### **Thursday, February 4: Reading and Analyzing Primary Sources (B on Zoom)**

Reading: (read this first) Ladd-Taylor, "How to Analyze a Primary Source"; Christopher Columbus Journal Excerpts; Hattem, "Columbus Never Set Foot Here"

Lab Report #1 due Sunday by midnight

## Unit 1: Contact, Conquest, Colonization

### **Tuesday, February 9: Facing East (C on Zoom)**

Reading: An Aztec Account of the Spanish Attack; The Legend of Moshup; Haudenosaunee Thanksgiving Address; *Yawp*, Ch 1, I-II

### **Thursday, February 11: Facing West (A on Zoom)**

Reading: Cortés, Second Letter to Charles V; De Las Casas Describes the Exploitation of Indigenous People; Lawson Encounters Native Americans; A Gaspeian Man Defends His Way of Life; *Yawp*, Ch 1, III-V and Ch 2, II-III

Quiz 1 Due Friday by 5; Lab Report #2 Due Sunday by midnight

### **Tuesday, February 16: Where are the English? (B on Zoom)**

Reading: The World According to the 1580s; *Yawp*, Ch 3, IV

### **Thursday, February 18: Colonizing British North America (C on Zoom)**

Reading: Winthrop Dreams of a City on a Hill; Roger Williams to the Town of Providence; Charter of Privileges Granted by William Penn; *Yawp* Ch 3, V-VI

Quiz 2 Due Friday by 5; Lab Report #3 Due Sunday by midnight

### **Tuesday, February 23: Atlantic Slavery (A on Zoom)**

Reading: Equiano Describes the Middle Passage; Davis is sentenced to a life of slavery; Print of the Slave Ship Brookes; *Yawp*, Ch 3, II

### **Thursday, February 25: American Slavery (B on Zoom)**

Reading: Hannah-Jones, "Introduction," 1619 Project; Executive Order on Establishing the President's Advisory 1776 Commission; "It was very humiliating": Readers Share How They Were Taught About Slavery"

Quiz 3 Due Friday by 5; Lab Report #4 Due Sunday by midnight

### **Tuesday, March 2: Colonial American Society (C on Zoom)**

Reading: Scribner, "Drunks and democrats"; Tomlin, "They Chase Specters"; *Yawp*, Ch 4, I-II

### **Thursday, March 4: British American Freedom (A on Zoom)**

Reading: Patterson, "What is 'Section 230?'"; Wulf, "Could footnotes be the key to winning the disinformation wars?"; Meyer, "The Grim Conclusions of the Largest-Ever Study of Fake News"; Funke and Flamini, "A Guide to anti-misinformation actions around the world" (read U.S. section and one other country on the list); *Yawp*, Ch 4, IV

Watch: Green, "Evaluating Evidence"

Quiz 4 Due Friday by 5; Lab Report #5 Due Sunday by midnight

## **Unit 2: Fighting For and Building a New Nation**

### **Tuesday, March 9: The Imperial Crisis (B on Zoom)**

Reading: Proclamation of 1763; Stamp Act; A Vindication of the Authority of Parliament; *Yawp*, Ch 5, I-III

### **Thursday, March 11: The Road to Revolution (C on Zoom)**

Reading: Thomas Paine, *Common Sense*, I-III; The Declaration of Independence; *Yawp*, Ch 5, IV-V

Quiz 5 Due Friday by 5; Lab Report #6 Due Sunday by midnight

### **Tuesday, March 16: What Comes Next? (A on Zoom)**

Reading: Articles of Confederation; St. Jean de Crèvecoeur describes the American people; A Confederation of Native Peoples seek peace with the United States

*Yawp*, Ch 5, VI and Ch 6, I-V

### **Thursday, March 18: From Confederation to Constitution (B on Zoom)**

Reading: U.S. Constitution; Bill of Rights; *Yawp*, Ch 6, I-V

Quiz 6 Due Friday by 5; Lab Report #7 Due Sunday by midnight

### **Tuesday, March 23: Slavery and the Constitution (C on Zoom)**

Reading: Finkelman, *Slavery and the Founders*, Ch 1

### **Thursday, March 25: Build Your Own Constitution (A on Zoom)**

Reading: Constitutional issues reading (not on Perusall--see links on page in Canvas Module)

Midterm Project Due Sunday by midnight

### **Tuesday, March 30: Politics and Partisanship in the Early Republic (B on Zoom)**

**\*\*Bring Laptop or Tablet\*\***

Reading: Mary Cranch comments on politics; George Washington, "Farewell Address"; *Yawp*, Ch 6, VI-VII

### **Thursday, April 1: Adams, Jefferson, and the Revolution of 1800 (C on Zoom)**

**\*\*Bring Laptop or Tablet\*\***

Reading: *Yawp*, Ch 6, X and Ch 7, III-V

Final Project: Topic/Draft Argument Due by midnight; Quiz 7 Due Friday by 5; Lab Report #8 Due Sunday by midnight

## **Unit 3: Democracy, Slavery, and Disunion**

### **Tuesday, April 6: The Market Revolution's Economy (A on Zoom)**

Reading: A traveler describes life along the Erie Canal; Blacksmith apprentice contract; Baldwin, "An Account of the Cotton Boom in Alabama and Mississippi"; *Yawp*, Ch 8, I-III

**Thursday, April 8: The Market Revolution's Society (B on Zoom)**

Reading: Maria Stewart bemoans the consequences of racism; Rebecca Burlend recalls her emigration from England to Illinois; Harriet H. Robinson remembers a mill workers' strike; Alexis de Tocqueville, "How Americans Understand the Equality of the Sexes"; *Yawp*, Ch 8, IV-VII

Quiz 8 Due Friday by 5; Lab Report #9 Due Sunday by midnight

**Tuesday, April 13: Life in the Old South (C on Zoom)**

Reading: Nat Turner explains the Southampton rebellion; Harriet Jacobs on rape and slavery; Solomon Northup describes a slave market; George Fitzhugh argues that slavery is better than liberty and equality;

*Yawp*, Ch 11, all

**Thursday, April 15: Antebellum Slavery (A on Zoom)**

Reading: An Introduction to the WPA Slave Narratives; The Limitations of the Slave Narrative Collection; The Importance of the Slave Narrative Collection; WPA Slave Narratives (Link on Canvas but not on Perusall; choose and read at least 3; make note of the citations/links of the sources you chose to read)

Final Project: Source List Due by midnight; Quiz 9 Due Friday by 5; Lab Report #10 Due Sunday by midnight

**Tuesday, April 20: Manifest Destiny and the Politics of Slavery (B on Zoom)**

Reading: John O'Sullivan declares America's manifest destiny; Monroe Doctrine; *Yawp*, Ch 12, all

View: *Westward the Course of Empire Takes Its Way*; *American Progress*; Humphrey Phelps' map of the U.S. and Mexico

**Thursday, April 22: A House Divided (C on Zoom)**

Reading: Kansas Nebraska Act; *Prigg v. Pennsylvania*; Stories from the Underground Railroad; Margaretta Mason and Lydia Maria Child discuss John Brown; Letter from Edward Bridgman; *Yawp*, Ch 13, III-V

Quiz 10 Due Friday by 5; Lab Report #11 Due Sunday by midnight

**Tuesday, April 27: The Second American Revolution (A on Zoom)**

Reading: Downs, "Introduction," in *The Second American Revolution*; Mandell, "How the Civil War Changed the Way Americans Thought about Economic Inequality"; *Yawp*, Ch 14, II-IV

**Thursday, April 29: The Confederacy as a Failed State (B on Zoom)**

Reading: South Carolina Declaration of Secession; Alexander Stephens on slavery and the Confederate constitution; McCurry, "The Confederacy was an Antidemocratic, Centralized State"

Quiz 11 Due Friday by 5; Lab Report #12 due Sunday by midnight

**Tuesday, May 4: Making Radical Reconstruction (C on Zoom)**

**\*\*Bring Laptop or Tablet\*\***

Reading: Reconstruction Amendments; Charlotte Forten teaches freed children in South Carolina; Jourdon Anderson writes his former enslaver; Mississippi Black Codes; *Yawp*, Ch 15, II-IV

**Thursday, May 6: Unmaking Radical Reconstruction (A on Zoom)**

Reading: Merritt, "One Continuous Graveyard': Emancipation and the Birth of the Professional Police Force"; Codrington, "The United States Needs a Third Reconstruction"; *Yawp*, Ch 15, V-VII

Lab Report #13 due Sunday by midnight

**\*\*FINAL PROJECT DUE TUESDAY MAY 11 AT NOON\*\***