

History 212: Democracy in America
Fall II 2020

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Monday-Friday 1:00-2:50 pm ALL times on this syllabus are listed in the CENTRAL TIME ZONE. Almost all of the work for this class can be completed asynchronously, and all live class meetings are optional. The class meetings will be recorded, and students may view them afterward.

I am with you all the time--even though our class is online. Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible (especially right now), and I will always listen to you. Share your triumphs, too.

Please get in the habit of contacting me frequently and of connecting with your classmates. The largely asynchronous nature of our work means we have to make an effort to contribute and communicate. We will stay connected!

We are studying in a time of global crisis, and life will not always proceed as we envision it. I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another during these tough times.

Course Objectives

Course Focus:

This course examines United States history between 1789 and 1848, a time of deep contradiction in American life and a period of particularly rapid social, political, economic, and cultural change. Our task this semester will be to discover how and why these changes were important and how Americans experienced them. Together, we will examine how American political cultures formed in the period between the formation of the first federal government and the Mexican-American War. We will investigate everything from the creation of political parties, to the rise of capitalism, to taste in furniture styles in order to uncover how diverse Americans lived their lives and how they understood the world around them.

The course will focus specifically on the creation of party politics, reform movements, economic growth and class conflict, expansionism, race, and gender in the period. In our investigation of political culture, we will particularly examine the tensions created in American society by the simultaneous rise of “democracy” and demands for rights by those who continued to be excluded from various forms of power. We will attempt to

discover how American democracy was created and what it meant to people between 1789 and 1848.

Skills Objectives:

This course challenges students to form their own arguments about the past as they examine primary sources and evaluate how other historians have composed their arguments. Students will enhance their skills at critical thinking, research, reading, speaking, writing, and developing arguments as they engage in a dialogue with the past. We will all learn how to become better historians this semester.

In writing assignments, students in this course will work on strengthening their abilities to revise, to analyze coherently, to argue from sources (both primary and secondary), and to use appropriate grammar and style. Historians, as the members of a specific academic discipline, use particular conventions in their writing. Students will learn to recognize many of these conventions in their readings and will integrate historical research skills and writing as they learn strategies to improve their own written work.

Student Responsibilities:

- To be a good part of the peer community of historians in this course, you must be present and participate.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-Web will also feature course announcements and other required material. Each unit has a folder on P-Web with details about the daily materials and assignments.
- Join in all small-group work, online discussion posts, online activities, and (as you can) live discussions.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here:
[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)
- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- Engage respectfully and vigorously with your classmates. We will *certainly* disagree many times over the semester as we debate primary and secondary

sources (and even current events), but keep in mind our common goal of advancing group knowledge. Be respectful and well prepared.

- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events full of racism, violence, and disorder of all kinds. Take care of yourself as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.

Note: Some of our primary sources contain extremely offensive language. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom (korithamitchell.com)." The same goes for our online discussion. We can't eliminate all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud (or typed in a discussion board), and I expect no one to do so in this class. If you want to read a quotation out loud (or type one) with the word in it, just say “N” or “N-word,” instead. Please be sensitive to other slurs, also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

Student Support:

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell.
- You may consult with the Grinnell College Writing Lab on any assignment in this course. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues. We can also work around any tech issues.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#), and scroll down to see options for students residing inside Iowa or students residing outside Iowa.

If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact Jae Hirschman at 641-269-3710 or email [hirschma]. Information available [here](#).

Grading and Deadlines

Grades will be assigned in the course according to the following formula:

Discussion Board posts	20%
Discussion Board leadership post	5%
Online engagement (such as Kialo, ArtStor, etc.)	5%

Primary source papers (each)	10%
Research article assignment	5%
Think Piece	10%
Take-Home Quizzes (each)	10%
Take-Home Final	15%

Deadlines:

November 3: Primary Source Paper #1 November 10: Research Article Assignment

November 17: Take-Home Quiz #1 December 1: Take-Home Quiz #2

December 8: Primary Source Paper #2 December 15: Think Piece

December 21: Take-Home Final Exam

Work flow:

Check unit folders on P-web every week day to see exactly how to interact with the materials for each day and for assignment instructions. Keep up with daily discussion posts, online activities, and assignments by following the work flow in the unit folders *every week day*.

Discussion leading: Each student will be responsible for posting a “lead” discussion post about a source or article ONE time during the term (in addition to the daily discussion board and other online engagement in the class). Students will have some flexibility about when they lead discussion: timing and clear expectations will be distributed via email.

Mondays 1-3: Prof. Purcell is available online (collectively to whomever shows up) to answer questions, discuss class, or talk about whatever else you need (and you can always contact her for a private appointment at any time). These meetings are not recorded.

Tuesdays 1-3: Optional “Coffee House Meetings” will take place online each Tuesday 1-3 pm. In the spirit of an 18th-century coffee house (or tavern) these meetings will be a place to discuss ideas that arise from our class material, concepts from class that might be “in the news,” or to check the latest happenings. Come with ideas of things you’d like to discuss, or get ready to chat about topics Prof. Purcell proposes. These meetings will be recorded and made available to watch on P-web.

No readings are due on Tuesdays. All writing assignments (except the final exam) are due on Tuesdays.

No books must be purchased for this class. Readings are available online and/or through Grinnell College Library reserves.

COURSE SCHEDULE

UNIT ONE: POLITICAL CULTURES IN THE EARLY REPUBLIC

Thursday, October 29 **The Legacy of the American Revolution**

Reading Due: *The American Yawp*, Ch. 5 “The American Revolution” & Ch. 6 “A New Nation” sections I-V <http://www.americanyawp.com/>; Lindsey Chervnisky, “The Remarkable Story of Ona Judge” *The White House Historical Association*, <https://www.whitehousehistory.org/the-remarkable-story-of-ona-judge>; *The United States Constitution*, <https://www.archives.gov/founding-docs/constitution-transcript>

- ✓ Complete syllabus quiz on P-web before 1:00 pm on 10/29
- ✓ Professor Purcell will be online to answer drop-in questions about the syllabus (or anything else about class) 1-3 pm

Friday, October 30 **The Rise of Party Politics: The First Party System**

Reading Due: *The American Yawp*, Ch. 6 “A New Nation” sections VI-IX; Rosemarie Zagari, “Political Parties in the Early Republic,” *Mapping Early American Elections (2019)*, <https://earlyamericanelections.org/essays/02-zagari-political-parties.html>; *George Washington Papers*, Library of Congress, “The Early Republic” timeline: <https://www.loc.gov/collections/george-washington-papers/articles-and-essays/timeline/the-early-republic/>;

SAMPLE and SKIM among these primary sources:

- Alexander Hamilton, “Report Relative to the Provision for the Support of Public Credit,” *Founders Online Website*, 1790, <https://founders.archives.gov/documents/Hamilton/01-06-02-0076-0002-0001>
- Jefferson’s Opinion on the Constitutionality of a National Bank, 1791, https://avalon.law.yale.edu/18th_century/bank-tj.asp
- Documents on the Whiskey Rebellion (see P-Web under “Documents”)
- Jay Treaty Documents (see P-Web under “Documents”)
- George Washington, “Farewell Address,” 1796 <http://www.americanyawp.com/reader/a-new-nation/george-washington-farewell-address-1796/>
- “Property Protected a la Francoise” cartoon from the XYZ Affair, 1797, *Encyclopedia of Greater Philadelphia* (click on image to enlarge): <https://philadelphiaencyclopedia.org/archive/quasi-war/property-protected-a-la-francoise/>
- Alien & Sedition Acts Documents, *Avalon Project Website*, 1798-99, https://avalon.law.yale.edu/subject_menus/alsedact.asp

Monday, November 2 **Federal Style: Politics & Material Culture**

Reading Due: Newspaper excerpts (see P-Web under “Documents”); Amy Henderson, “Documenting an Embr’d Chair...” *The Papers of John Jay Website*, <https://blogs.cul.columbia.edu/jayprint/2020/07/26/documenting-an-embrd-chair-worked-by-madame-lafayette-for-mrs-jay/?fbclid=IwAR2uCqw6Yj29BoX2hFfJoVensb6C7gd54gnMSbVLoBRuO4EDUKaEiZOn5lc>; Watch this video: “This Is Not a Chair,” <https://www.youtube.com/watch?v=MurjslsVJuo> (8:00)

- ✓ Professor Purcell will be online to chat, provide feedback, or answer any questions 1-3 pm

Tuesday, November 3 **ELECTION DAY** Vote if you are eligible; follow the news.

- ✓ Primary Source Analysis Paper due at 3:00 pm on 11/3

Wednesday, November 4 **1793: Race & Pandemic**

Reading Due: Jacqueline C. Miller, “The Wages of Blackness: African American Workers and the Meanings of Race during Philadelphia’s 1793 Yellow Fever Epidemic,” *Pennsylvania Magazine of History and Biography* 129 (April 2005): 163-94, <https://www.jstor.org/stable/20093783>

UNIT TWO: JEFFERSONIAN PARADOXES

Thursday, November 5 **The Election of 1800**

Reading Due: *The American Yawp*, Ch. 6 “A New Nation,” sections X & XI; Rosemarie Zagari, “Gender and the First Party System” in *Federalists Reconsidered*, ed. Doron Ben-Atar & Barbara Oberg (Charlottesville: University Press of Virginia, 1998), pp. 118-134

- “Jefferson and Liberty,” 1801, <https://electionsongs.com/jefferson-and-liberty>
- Browse something interesting: Library of Congress, “Presidential Election of 1800, A Resource Guide,” <https://www.loc.gov/rr/program/bib/elections/election1800.html>

Friday, November 6 **Jefferson in Power**

Reading Due: *The American Yawp*, Ch. 7 “The Early Republic,” <http://www.americanyawp.com/>; Joanne Freeman, “Duelling as Politics: Reinterpreting the Burr Hamilton Duel,” *William and Mary Quarterly* 53 (April 1996): 289-319 <http://www.jstor.org/stable/2947402>

- *Marbury v. Madison* “Opinion” and “Annotation” (be sure to click both tabs) found at U.S. Supreme Court, Justia website: <https://supreme.justia.com/cases/federal/us/5/137/#annotation>
- Thomas Jefferson, “Second Inaugural Address,” 1805, https://avalon.law.yale.edu/19th_century/jefinau2.asp

Monday, November 9 **Politics and Experiences of Slavery in the Early Republic**
Reading Due: Charles Ball in Joyce Appleby, ed. Recollections of the Early American Republic, pp. 103-129; David Brion Davis, Antebellum American Culture, pp. 273-278

- ✓ Professor Purcell will be online to chat, provide feedback, or answer any questions 1-3 pm

Tuesday, November 10 **Coffee-House Meeting 1-3 pm**

- ✓ Research Article Assignment due at 3:00 pm on 11/9

Wednesday, November 11 **The U.S. and the Haitian Revolution**

Reading Due: Ashli White, "The Politics of 'French Negroes' in the United States," Historical Reflections/ Réflexion Historiques 29 (Spring 2003): 103-121, <https://www.jstor.org/stable/41299262>; Watch: Ronald Angelo Johnson, "Diplomacy in Black and White," (November, 2013) <https://www.txstate.edu/history/news-events/speakers/johnson-book.html> (9:09)

Thursday, November 12 **Westward Expansion, Native Responses**

Reading Due: Robert M. Owens, "Jeffersonian Benevolence on the Ground: The Indian Land Cession Treaties of William Henry Harrison," Journal of the Early Republic 22 (2002): 405-435 <http://www.jstor.org/stable/3124810>, Allen Trimble in Recollections, pp. 186-222

- Northwest Ordinance, 1787 (renewed 1789), https://avalon.law.yale.edu/18th_century/nworder.asp
- "Address of Little Turtle," 1802, <https://founders.archives.gov/documents/Jefferson/01-36-02-0168-0002>
- "Address of Black Hoof," 1802, <https://founders.archives.gov/documents/Jefferson/01-36-02-0331-0002>
- "Red Jacket Defends Native American Religion," 1805, <http://historymatters.gmu.edu/d/5790/>
- Tecumseh calls for Native American resistance (1810): <http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/>
- Pushtamaha response (1811): https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=661

Friday, November 13 **Gender, “Republican Womanhood,” & Education for a New Republic**

Reading Due: Julia Anne Hieronymous Tevis in *Recollections*, pp. 68-102; John Ball in *Recollections*, pp. 1-17; Harriet B. Cooke in *Recollections*, pp. 223-243; Lucia McMahan, “Of the Utmost Importance to Our Country: Women, Education, and Society, 1790-1820,” *Journal of the Early Republic* 29 (2009): 475-506 <https://www.jstor.org/stable/40541858>

- “Genius of the Ladies Magazine Illustration,” 1792, <http://www.americanyawp.com/reader/genius-of-the-ladies/>
- “America Guided by Wisdom Engraving,” 1815, <http://www.americanyawp.com/reader/america-guided-by-wisdom/>

Monday, November 16 **The U.S. and North Africa**

Reading Due: State Department Office of the Historian, “Barbary Wars” website: <https://history.state.gov/milestones/1801-1829/barbary-wars> ; Jeff Seiken, “The Reluctant Warrior: Thomas Jefferson and The Tripolitan War, 1801-1805,” in *Rough Waters*, ed. Silvia Margazalli, James R. Sofka, and John J. McCusker (Liverpool: Liverpool University Press, 2010), 185-206, <https://www.jstor.org/stable/j.ctt21pxjs0.15> ; Paul Baepler, “White Slaves, African Masters,” *Annals of the American Academy of Political and Social Science* (July 2003): 90-111, <https://www.jstor.org/stable/1049856>; Skim and especially note the illustration: “An Affecting History of the Captivity & Sufferings of Mrs. Mary Velnet—Fiction or Non-Fiction?” *Princeton University Special Collections, Graphic Arts Collection*, <https://graphicarts.princeton.edu/2020/08/24/an-affecting-history-of-the-captivity-sufferings-of-mrs-mary-velnet-fiction-or-non-fiction/>

- ✓ Professor Purcell will be online to chat, provide feedback, or answer any questions 1-3 pm

Tuesday, November 17 **Coffee-House Meeting 1-3 pm**

- ✓ Take-Home Quiz Due at 3:00 pm on 11/17

UNIT THREE: MARKETS AND POWER

Wednesday, November 18 **The War of 1812**

Reading Due: Paul A. Gilje, “Free Trade and Sailors’ Rights: The Rhetoric of the War of 1812,” *Journal of the Early American Republic* 30 (2010): 1-23 <https://www.jstor.org/stable/40662251>; Listen to: “Backstory Radio: 1812,

Which One Was That?" <http://backstoryradio.org/shows/the-war-of-1812-2>
(Be sure to listen to all the segments)

- Congress Debates Going to War, 1811:
<http://www.americanyawp.com/reader/the-early-republic/debate-over-the-war-of-1812-1811/>

Thursday, November 19 **The Rise of Markets**

Reading Due: *The American Yawp*, Chapter 8 "The Market Revolution," <http://www.americanyawp.com/> Review Allen Trimble in *Recollections*, pp. 186-222; Jim Bull, John Lauritz Larson, and John R. Van Atta, eds., "Lessons on a Market Revolution: What's a Body To Do? A Series of Dilemmas," *OAH Magazine of History* 19 (May 2005), READ pages 26-36.

Friday, November 20 **American Manufacturing & Class Consciousness**

Reading Due: Chauncey Jerome in *Recollections*, pp. 159-185; *Antebellum Culture*, pp. 85-88

Monday, November 23 **History, Slavery, and Public Memory**

Reading Due: Jewel L. Spangler, "Slavery's Archive, Slavery's Memory: Telling the Story of Gilbert Hunt, Hero of the Richmond Theatre Fire of 1811," *Journal of the Early American Republic* 39 (Winter 2019): 677-708, [10.1353/jer.2019.0086](https://doi.org/10.1353/jer.2019.0086); Listen to: "Episode 1: Hidden History," *The Reckoning Podcast: Facing the Legacy of Slavery in America*: <https://reckoningradio.org/episode-1-hidden-history/> (30:21)

- ✓ Professor Purcell will be online to chat, provide feedback, or answer any questions 1-3 pm

Tuesday, November 24 **The Era of Good Feelings?**

Listen To: *Presidential* podcast "James Monroe, The Forrest Gump of Presidents" (40:40) <https://www.washingtonpost.com/news/on-leadership/wp/2016/02/08/james-monroe-the-forrest-gump-of-presidents/> ; *Presidential* podcast "John Quincy Adams, The Trait that Broke the Presidency" (45:31) <https://www.washingtonpost.com/news/on-leadership/wp/2016/02/14/john-quincy-adams-and-the-trait-that-broke-a-presidency/>

- "Missouri Compromise Documents" 1819-1820:
<http://www.americanyawp.com/reader/democracy-in-america/missouri-controversy-documents-1819-1920/>

UNIT FOUR: JACKSONIAN POLITICAL CULTURE

Wednesday, November 25 **Jacksonian Politics**

Reading Due: *The American Yawp* Ch. 9 “Democracy in America”
<http://www.americanyawp.com/>; *Antebellum Culture*, pp. 187-201, 237-251

- “Andrew Jackson’s Veto Message Against the Re-Chartering of the Bank of the United States,” 1832,
<http://www.americanyawp.com/reader/democracy-in-america/andrew-jacksons-veto-message-against-re-chartering-the-bank-of-the-united-states-1832/>
- “President Jackson’s Proclamation Regarding Nullification,” December 10, 1832, https://avalon.law.yale.edu/19th_century/jack01.asp

Thursday, November 26 **THANKSGIVING Day of Rest (no coffee-house meeting this week)**

Friday, November 27 **Jacksonian Politics**

Listen To: *Presidential* podcast, “Andrew Jackson, The Violence, The Fight,” (46:29), <https://www.washingtonpost.com/news/on-leadership/wp/2016/02/21/andrew-jackson-the-violence-the-fight/>; Jennifer Scheussler, “Clash of the Historians: Paper on Andrew Jackson and Trump Causes Turmoil,” *New York Times*, July 24, 2020, <https://www.nytimes.com/2020/07/24/arts/historians-andrew-jackson-trump.html>

Monday, November 30 **The Second Party System**

Reading Due: Frank Towers, “The Rise of the Whig Party,” in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick (Somerset: Wiley-Blackwell, 2013), 328-47; William A. Blair, “Vagabond Voters and Racial Suffrage in Jacksonian-Era Pennsylvania,” *Journal of the Civil War Era* 9 (December 2019): 569-587, <https://muse.jhu.edu/article/742090>

- ✓ Professor Purcell will be online to chat, provide feedback, or answer any questions 1-3 pm

Tuesday, December 1 **Coffee-House Meeting 1-3 pm**

- ✓ Take-Home Quiz due at 3:00 pm on 12/1

UNIT FIVE: SPIRITS OF REFORM

Wednesday, December 2 **The Second Great Awakening & Perfectionism**

Reading Due: *The American Yawp*, Ch. 10 “Religion and Reform,”
<http://www.americanyawp.com/>; *Antebellum Culture*, pp. 367-379 & 389-391;
Alfred Lorrain in *Recollections*, pp. 244-276

Thursday, December 3 **Enslaved Life, Free Life & The Politics of Anti-Slavery**
Reading Due: *The American Yawp*, Ch. 11, "The Cotton Revolution,"

<http://www.americanyawp.com/>; *Antebellum Culture*, pp. 283-325; Lisa A. Lindsay, "Scipio Vaughan's South Carolina," *Atlantic Bonds* (Chapel Hill: University of North Carolina Press, 2017), 13-42,
http://www.jstor.org/stable/10.5149/9781469631134_lindsay.4

- "Solomon Northrup Describes a Slave Market," 1841,
<http://www.americanyawp.com/reader/the-cotton-revolution/solomon-northrup-describes-a-slave-market-1841/>

Friday, December 4 **The "Cult of True Womanhood"**

Reading Due: *Antebellum Culture*, pp. 13-20, 73-83, 385-389; Elizabeth R. Varon, "Tippecanoe and the Ladies Too: Whig Womanhood and Party Politics in Antebellum Virginia," *Journal of American History* 82 (1995): 494-521,
<http://www.jstor.org/stable/2082184>; **SKIM**: Barbara Welter, "The Cult of True Womanhood, 1820-1860," *American Quarterly* Summer 1966: 151-174,
<http://www.jstor.org/stable/2711179>.

Monday, December 7 **Abolitionism**

Reading Due: **JSTOR book**: Gerda Lerner, *The Grimké Sisters from South Carolina*, Introduction,
(http://www.jstor.org/stable/10.5149/9780807868096_lerner.5) & pp. 3-115
(http://www.jstor.org/stable/10.5149/9780807868096_lerner.6); *Antebellum Culture*, pp. 418-428

- Angelina Grimké, "Appeal to Christian Women of the South," 1836,
<http://www.americanyawp.com/reader/religion-and-reform/angelina-grimke-appeal-to-christian-women-of-the-south-1836/>

Tuesday, December 8 **Coffee-House Meeting 1-3 pm**

- ✓ Primary-Source Analysis Paper due at 3:00 pm on 12/8

Wednesday, December 9 **Reform or Social Control?: Education & Temperance**

Reading Due: *Antebellum Culture*, pp. 29-32, 35-55, 393-409

- "The Fruit of Alcohol and Temperance Lithographs," 1849,
<http://www.americanyawp.com/reader/the-fruit-of-alcohol-and-temperance/>

Thursday, December 10 **The Women's Rights Movement**

Reading Due: **JSTOR book:** Lerner, *Grimké Sisters*, pp. 116-264 (http://www.jstor.org/stable/10.5149/9780807868096_lerner.6); *Antebellum Culture*, pp. 88-97

UNIT SIX: DEMOCRACY AND EXPANSIONISM

Friday, December 11 **Foreign Observers of American Democracy**

Reading Due: James Wood, "Tocqueville's America," *The New Yorker*, May 17, 2010, <https://www.newyorker.com/magazine/2010/05/17/tocqueville-in-america>; *Antebellum Culture*, pp. 105-109, 121-122; additional Tocqueville, Dickens, Trollope excerpts (on P-Web)

Monday, December 14 **Manifest Destiny**

Reading Due: *The American Yawp*, Ch. 12 "Manifest Destiny," <http://www.americanyawp.com/> Thoreau, "Walking," pp. 49-74; *Antebellum Culture*, pp. 129-144, 262-265, 456-67, 459-461

Tuesday, December 15 **Coffee-House Meeting 1-3 pm**

- ✓ Think Piece due at 3:00 pm on 12/15

Wednesday, December 16 **The Mexican-American War & Uneasy Settlement**

Reading Due: Listen to BBC Radio podcast "In Our Time: The Mexican-American War," (49:06) <https://www.bbc.co.uk/sounds/play/bob7d18j>; Listen to *Presidential* podcast "Getting it Done" (36:34), <https://www.washingtonpost.com/news/on-leadership/wp/2016/03/20/james-k-polk-getting-it-done/>; *Antebellum Culture*, pp. 201-208, 253-262

Thursday, December 17 **Work on Take-Home Final exam**

Monday, December 21: **FINAL EXAM DAY**

- ✓ Take-Home Final Exam Due at 3:00 pm on 12/21