

HIST 120
AMERICA'S STORY TO 1877
FALL 2024 SEMESTER
AUGUSTANA UNIVERSITY

Dr. Will Wright, Instructor

Email: will.wright@augie.edu

Office Location: Madsen Center, Room 236

Course Location: Madsen Center, Room 257

Office Hours: MWF, 8-9 a.m., 3-4 p.m., or by appt.

Course Day/Time: MWF, 9-9:50 a.m.



Tragic Prelude, a 1937 mural painting on the north interior wall of the Kansas State Capitol building, depicts the "Bleeding Kansas" period of 1854-60. Abolitionist John Brown stands at center in front of and between fighting Union and Confederate soldiers. In 1859, Brown attempted to initiate a slave revolt by raiding a U.S. armory in Harper's Ferry, Virginia, stoking fears among the planter class that enslaved African Americans, with the aid of White and Black abolitionists, would overthrow the slave-based plantation system.

Course Description

An interpretive survey of the events, ideas, and personalities that shaped the United States prior to 1877. Emphasis is placed on colonial beginnings, the War for Independence, the evolution of national institutions and a uniquely American culture, the conflict between nationalism and sectionalism, territorial expansion, the Civil War, and Reconstruction. It does so by centering on three defining eras: first, the American Revolution and founding of a new nation; second, the Second Great Awakening and reforming a nation; and third, the U.S. Civil War and reconstructing a nation torn apart by a bloody conflict.

Learning Outcomes

Students who diligently complete this course in good faith will be able to:

- Interpret key ideas that have defined American life.*
- Assess how people interact within U.S. social, economic and/or political systems.*
- Depict societies through multiple perspectives and historical consciousness.†
- Organize historical information into categories of analysis, including politics, economics, social organization (race, gender, class, ethnicity), culture, religion, and environments, to characterize distinct influences in society.†
- Analyze primary and secondary sources to assess their strengths and limitations.†
- Analyze how elites and non-elites understood concepts of freedom during the American Revolution and early U.S. republic.
- Analyze and interpret the role of sectionalism and nationalism over the course of the Civil War and Reconstruction Era.

* SOPHIA general outcome for a U.S. Experience course

† History Department student learning outcome

Required Reading

Books (Available for purchase/rental at Online Bookstore Akademos)

- Alfred F. Young, Gary B. Nash, and Ray Raphael, eds., *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation* (New York: Vintage Books, 2012).
- Jonathan Fetter-Vorm and Ari Kelman, *Battle Lines: A Graphic History of the Civil War* (New York: Hill & Wang, 2015).

Articles (Available for download on Canvas)

In addition to the texts above, there will be articles, book excerpts, and web pages assigned on Canvas according to the week in which they are due. See the class schedule below for specific details (I have put M, W, or F by the readings to signal the Monday, Wednesday, or Friday when you should have the material read).

It is imperative that you come to each class session having read the assigned materials beforehand as they will introduce approaches and issues in United States history. I strongly recommend printing hard copies off to take notes on or bringing your laptop/tablet with comments in the .pdf file.

Grading Components (Weighted by Category)

In-Class Exam	20%
Character Speech	20%
Un-essay	20%
Quizzes (10 total- 3% each)	30%
Attendance	10%
Total	100%

Grading Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	0-59
C+	77-79		

Woodcut frontispiece to the 1646 ballad

"The World Turned Upside-Down," which became a popular song in the British North American colonies during the War for Independence. Images include an ox whipping two men pulling a cart (top right), as well as fish flying in the air and birds swimming in the sea (center right), which represented an overthrow of the existing social order. For many non-elites, like lower-class men, white women, and enslaved African Americans, the Revolutionary War represented an opportunity to overthrow the older hierarchies and attain some degree of political, social, and economic equality.



Grades will be maintained and updated on Canvas. If you have questions or concerns about grades, please contact me via email or talk to me in-person during office hours, before or after class.

Assignments

In-class Exam

This examination will ask you to consider three different interpretations of the American Revolution, emphasizing political causes, economic interests, and social factors. Your central task be to answer the following: Which of these three explanations do you find most compelling and why? How does your personal identity shape your preference. You must use evidence from lectures, readings, and discussions to support your argument, including assessing why other interpretations are insufficient. A study guide with key terms will be given out a week in advance to prepare for the test. Unless for an emergency, approved activity, or special circumstances, the exam will not be given other than the scheduled time.

Character Speech

Each student will choose a nineteenth century “reformer”—such as Elizabeth Cady Stanton, Frederick Douglass, or Henry David Thoreau—and give a 4-minute speech from the perspective of that historical figure.

You should draw from at least two primary sources (original firsthand materials from the person or period) and one secondary source (a scholarly interpretation of that person) as inspiration for role-playing the language, style, and content of your speech (roughly 2 double-spaced pages in length). I will provide a list of potential characters for you to pick from, or you may suggest another character of your own. After the speech given during class, you will respond to two questions from classmates in the perspective of your historical figure. The character speech will help you practice historical empathy, or viewing the past through the eyes of a person whose identity and ideology might be different than your own.

Readings Quizzes

You will be reading several book chapters or articles that will give you content depth on themes related to the lectures. To hold you accountable for completing the readings, you should expect a short quiz at the beginning of every class in which we will have a discussion. All quizzes will be open to using hand-written or typed notes, so you should write down the historian's arguments and evidence, as well as key figures, events, or stories, to assist you.

Un-Essay

Instead of a traditional research paper, an "Un-Essay" means you have the freedom to demonstrate your understanding about one of the course themes in more creative manner. For example, you might create a boardgame, write a magazine-style article, paint a watercolor, illustrate a comic strip or graphic novel, or develop a classroom lesson plan. The Un-Essay involves researching a particular topic, like the early women's rights movement, and connecting it to one of the course themes, such as the role of the evangelicalism in motivating both abolitionists and suffragists. The Un-Essay involves three parts: (1) submitting a project proposal for student and instructor feedback; (2) sharing your final project with the class; and (3) writing a brief reflection on what you learned because of the Un-Essay.

Attendance

The late UCLA men's basketball coach John Wooden, who won 10 NCAA titles, once said that "ninety percent of success is just showing up." I will be taking attendance for every class and it will be worth an entire letter grade for the course. If you will be gone for extenuating circumstances (extracurricular activities, religious observation, family emergency, illness, etc.), please contact me in advance so that we make alternative arrangements for staying up with the instruction.

Course Policies

Cell Phones, Laptops, and Other Portable Technology

Please ensure that your cell phone is on silent or turned off during class. Texting during class is not acceptable. If you need to take an important phone call, please step out of the classroom. You may use a laptop or tablet to take notes, but please avoid using the devices for other activities (checking email, online shopping, etc.). Your compliance will help to maintain a positive environment for teaching and learning in our class period.

Late Work

All late assignments are still eligible for partial credit (95% after 1 day late, 90% after 2 days late, etc.); please turn them in. In many cases, I am happy to give deadline extensions if you communicate with me about how much more time you need and why.

Recording Disclaimer

Please be advised that class sessions may be recorded via Zoom for sharing with your classmates. This is the sole intention of this recording, and not intended for use in any broader sense. Should you have any questions or concerns about this, please discuss it with the instructor directly.

Attendance and Participation

Attendance and class participation are expected at every class. Your input to class discussions is valued and needed. If you are not able to attend class, you should contact me prior to your absence. You are allowed two absences without prior contact; these absences are known as unexcused absences. After two unexcused absences, a half letter grade will be deducted from your overall grade for each subsequent unexcused absence. If you need to miss class for an excused reason (e.g., illness, athletic event), you need to let Dr. Wright know beforehand so as not be penalized for any missed in-class work. An email such as the one below may be a helpful template to utilize if a circumstance arises in which you cannot attend class:

Hi Dr. Wright,

I will be missing class today because [I'm not feeling well, my car isn't starting, I need to help with a family emergency, I'm out of town, I have a soccer game etc.]. I will be back in class [on Friday, next week, etc.]. In the meantime, I will keep up with the assignments on the syllabus schedule, check Canvas for anything that I might miss and talk with a classmate to get their notes. If there is any in-class work not posted on Canvas, can you send it to me via email so that I can still complete it for credit?

Thanks,

Student Name

Generative Artificial Intelligence (AI) Policy

Writing is an important form of learning and thinking: it is an extension of one's identity, a way to remember important information, and a way to develop analytical skills applicable to all academic areas. Therefore, it is essential that students' written work represents their own independent thinking. At the same time, there are

ethical ways of using AI technology to aid in the composition process, and students may use AI technology at their instructor's discretion.

If students use AI (including but not limited to ChatGPT, Bard, Quillbot, or translators) at any point in the writing process for a W-Component class or FYS, they must include a reflection at the beginning or end of the paper describing in detail how they used AI. Writing done for credit in a W-component or FYS course may not include any verbatim language from any source, including AI or a translator, without proper attribution via quotation marks and an in-text citation.

University Policies and Resources

Accessibility and Accommodations

Augustana welcomes students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and are requesting accommodations, please contact Jeff Merkle, Director of Accessibility. His office is located in room 223 of the Madsen Center, and he may be reached at 605-274-4631 or jmerkle@augie.edu.

Canvas

Augustana uses the learning management system, Canvas. This guide, <https://tinyurl.com/AugieCanvasStudentGuide>, will help you get started in Canvas. Our Canvas course can be accessed at augie.instructure.com. Once you log in (using your regular Augie username and password) you will see all your courses using Canvas. If you have questions about our course, please contact me. But, if you have questions about Canvas, please contact the Help Desk: helpdesk@augie.edu or 605.274.5331.

Commitment to Preventing Discrimination and Sexual Harassment

Augustana University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination please contact the Title IX Coordinator at 605-274-4044 or belam@augie.edu. If you make a report of this nature to a faculty member, they must notify the Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about options at Augustana, please visit www.augie.edu/titleix.

Illness Prevention and Protection

Guided by the Centers for Disease Control and Prevention (CDC) and Augustana's own monitoring of the situation in our region, the university has established the following health protocols:

- First and foremost, if you are ill, do not come to class. Contact your instructor regarding options for making up missed work, following policies specified on the syllabus.
- If you test positive for COVID-19, RSV, or another contagious respiratory illness, stay home and away from others until your symptoms are improving AND you have been fever-free without the use of medication for 24 hours. COVID-19 at-home test kits are available (while supplies last) at the Campus Safety desk in the Morrison Commons and at the Campus Clinic. For more information visit Augustana COVID protocols.
- Handwashing remains one of the best ways to protect yourself and the campus community from getting sick. To prevent the spread of germs you should wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, use a hand sanitizer to clean your hands.
- Mask wearing has become a normal occurrence among those who feel they need to protect themselves and others from potential infection. Please be considerate of people who choose to wear a mask and social distance.

As members of Augustana's caring community of students, faculty, and staff, we each have a role to play in keeping one another healthy and safe.

Honor Code

As a community of scholars, the students and faculty at Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement which students are expected to sign:

“On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.”

Faculty members are responsible for investigating all instances involving any student who does not sign the Honor Pledge or who brings forward an academic integrity concern. The complete Honor Code can be found at www.augie.edu/honor.

Student Wellbeing/Mental Health

Augustana promotes student well-being and healthy self-care by offering a number of services on campus in the areas of counseling services, health services, and other wellness-related resources.

The Campus Clinic is located in the lower level of Solberg Hall and is staffed by a Sanford Health Registered Nurse and Certified Nurse Practitioner. The clinic is available for all medical needs and can be reached at 605-274-5552. Services provided by the RN are covered under the student activity fee and Certified Nurse Practitioner visits will be billed toward insurance.

Students may contact the Dean of Students Office for assistance with mental health and other health-related concerns or help setting up counseling appointments by calling 605-274-4124 or emailing Beth Elam at belam@augie.edu.

The Campus Pastors are available to meet with students around topics of grief, anxiety, vocational discernment, or spiritual care. Contact Pastor Ann Rosendale or Pastor Jen Dreiske in the Chapel (605-274-5403) to schedule an appointment.

Concerns related to academics, career, and vocation may be directed to the Student Success Center (605-274-4127). Career and academic specialists are ready and eager to meet with students.

The International Programs Office (605-274-5050) assists international and third culture students when issues of culture shock and adjustment arise, as well as with other cultural elements such as adjusting to U.S. academic and classroom expectations.

All Augustana students have access to confidential counseling services through our campus partners at Sioux Falls Psychological Services. Counseling services are located in the lower level of the Welcome Center, across the street from the Mikkelsen Library—located on Summit Avenue. The door to the counseling services will be on the east side of the building (facing Norton Avenue). Our counselors are licensed professional counselors and specialize in a number of mental health areas including anxiety, depression, transition to college, grief & loss, and many more. Students can call 605-334-2696 to set up a time that works best. All counseling sessions are covered under the student activity with no billing towards insurance or copays.

Registrar

For information on the academic calendar, add/drop/withdraw dates, midterm, and graduation, visit <https://www.augie.edu/academics/registrar>

Writing Center

The tutors at the Augustana Writing Center can help students with any stage of the writing process: planning, brainstorming, outlining, drafting, revising, and editing. The Writing Center is located in the Fryxell Humanities Building (HUM 220). To learn more or make an appointment, visit www.augie.edu/writing or email writing@augie.edu. While the university, future graduate programs, and prospective employers expect students to be fluent in Standard Written Academic English, Augustana also deeply appreciates students' own unique voices drawing from their individual backgrounds; the Writing Center will respect and affirm the voice the students choose to write in.

Help Desk

Please contact helpdesk@augie.edu or 605.274.5331 for assistance with technology issues.

Remote assistance to your computer for software related issues is available from 7:30 a.m. to 6 p.m., Monday-Thursday and until 5 p.m. on Friday. Staff members will also be checking email and voicemail regularly outside of those hours.

Course Modification Policy (inclement weather, illness, etc.)

If significant inclement weather, professor illness, or any special circumstance arises that may require an adjustment to the course schedule (i.e. an alternative assignment, switching to synchronous Zoom, canceling the class, etc.), every attempt will be made to communicate such changes to students by the night before the scheduled class. Communication to students will come via an email to your AU email address. If you have reason to believe the class may not be able to be offered as scheduled, please keep an eye on these inboxes.

Student Learning Experience Questionnaires (LEQs)

To help provide the instructor feedback on the course's environment and performance, both in terms of instructor and student, two anonymous surveys will be employed to gather information regarding the student experience. Both surveys will be accessible through the course's Canvas page, the first occurring around midterm and the second at the end of the semester (results of the final survey will be released after final grades are submitted by the faculty member).

Frederick Douglass (seated on left) at an abolitionist gathering in Cazenovia, New York, in August 1850. Photo courtesy: Smithsonian Institute/ Mr. and Mrs. Set Charles Momjian.



TENTATIVE CLASS SCHEDULE

Please note that the topics, readings, and deadlines below are subject to revision.

UNIT 1- AMERICAN REVOLUTION AND THE MAKING OF A NATION

Week One: The War for Independence

WEDNESDAY, AUGUST 28

Introduction: Course Mechanics and Overview

FRIDAY, AUGUST 30

Lecture: Revolution from Above, Political and Economic Causes

Readings

- No readings

Week Two: “World Turned Upside Down”

MONDAY, SEPTEMBER 2

NO CLASS (Labor Day)

WEDNESDAY, SEPTEMBER 4

Lecture: Revolution from Below – “Lowering Sort” and White Women

FRIDAY, SEPTEMBER 6

Readings Quiz; Discussion: How did the Revolution unsettle traditional class and gender hierarchies?

Readings

- F: “Chapter 1: Ebenezer Mackintosh: Boston’s Captain General of the Liberty Tree,” in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 15-33
- F: “Chapter 16: The Battle Against Patriarchy that Abigail Adams Won,” in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 273-287
- F: “Chapter 17: America’s Mary Wollstonecraft: Judith Sargent Murray’s Case for the Equal Rights of Women,” in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 289-303

Week Three: Slavery and Resistance

MONDAY, SEPTEMBER 9

Lecture: Slavery and the Trans-Atlantic Slave Trade

WEDNESDAY, SEPTEMBER 11

Discussion: Excavating History from Run-away Slave Ads

FRIDAY, SEPTEMBER 13

Lecture: Revolution from Below – African Americans

Readings

- W: Run-away Slave Advertisements (Canvas)

Week Four: Black and Indigenous Freedom Struggles

MONDAY, SEPTEMBER 16

Readings Quiz; Discussion: How did Black and Indigenous people participate in the American Revolutions? How did they understand and frame ideas of freedom?

WEDNESDAY, SEPTEMBER 18

Lecture: Native Nations from the Seven Years' War to the War for Independence

FRIDAY, SEPTEMBER 20

Lecture: Why did Indigenous peoples ally with the British, side with the rebels, or remain neutral?

Readings

- M: "Chapter 9: Mary Perth, Harry Washington, and Moses Wilkinson: Black Methodists Who Escaped from Slavery and Founded a Nation," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 155-168
- M: "Chapter 12: Forgotten Heroes of the Revolution: Han Yerry and Tyona Doxtader of the Oneida Indian Nation," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 199-211.
- M: "Chapter 18: Prince Hall, Richard Allen, and Daniel Coker: Revolutionary Black Founders, Revolutionary Black Communities," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 305-321

Week Five: U.S. Constitution as Counter-Revolution?

MONDAY, SEPTEMBER 23

Lecture: Constitutional Convention of 1787 in reaction to "an excess of Democracy"

WEDNESDAY, SEPTEMBER 25

Readings Quiz; Discussion: Was the U.S. Constitution a counterrevolution to the revolutionary impulses of the War for Independence? Why or why not?

FRIDAY, SEPTEMBER 27

NO CLASS- At Conference (Review for Exam)

Readings

- W: "Chapter 4: Philadelphia's Radical Caucus that Propelled Pennsylvania to Independence and Democracy," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 67-85
- W: "Chapter 13: Satan, Smith, Shattuck, and Shays: The People's Leaders in the Massachusetts Regulation of 1786," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 215-231

- W: "Chapter 15: The New Jerusalem: Herman Husband's Egalitarian Alternative to the United States Constitution," in Young, Nash, and Raphael, *Revolutionary Founders*, pp. 254-272

Week Six: Exam

MONDAY, SEPTEMBER 30

In-Class Exam

UNIT 2- THE SECOND GREAT AWAKENING AND REFORMING A NATION

WEDNESDAY, OCTOBER 2

Lecture: Religious Revivalism and the Second Great Awakening

FRIDAY, OCTOBER 4

Research on characters in Computer Lab

Readings

- No readings

Week Seven: Women's Rights Movement

MONDAY, OCTOBER 7

Lecture: Before and After the 1848 Seneca Falls Convention

WEDNESDAY, OCTOBER 9

Readings Quiz; Discussion: What influence did working-class women and the Haudenosaunee (Iroquois) Confederacy have on early feminists?

FRIDAY, OCTOBER 11

Lecture: From "54' 40" or Fight!" to U.S.-Mexican War: The West in an Age of Empire

Readings

- W: Sally Roesch Wagner, "How Native American Women Inspired the Women's Rights Movement," *On Their Shoulders: The Radical Stories of Women's Fight for the Vote*, <https://www.nps.gov/articles/000/how-native-american-women-inspired-the-women-s-rights-movement.htm> (Canvas)
- W: Harriet Hanson Robinson, "Lowell Mill Girls Go on Strike, 1836," in *Loom and Spindle; or Life Among the Early Mill Girls* (1898) (Canvas)

Week Eight: Manifest Destiny and its Discontents

MONDAY, OCTOBER 14

NO CLASS (Native American Day)

WEDNESDAY, OCTOBER 16

NO CLASS (FALL BREAK)

FRIDAY, OCTOBER 18

Readings Quiz; Discussion: How did Comanchería lay the groundwork for U.S. imperial interests in the Mexican North?

Readings

- F: Brian Delay, "How Indians Shaped the Era of the U.S.-Mexican War," in *Major Problems in the History of the North American Borderlands*, pp. 291-301 (Canvas).

Week Nine: Abolitionist Movement

MONDAY, OCTOBER 21

Lecture: Cotton Revolution and the American Anti-Slavery Society

WEDNESDAY, OCTOBER 23

Watch PBS documentary, *American Experience: The Abolitionists* (2013)

FRIDAY, OCTOBER 25

Watch PBS documentary, *American Experience: The Abolitionists* (2013)

Readings

- No readings

Week Ten: Reformers in Response

MONDAY, OCTOBER 28

Character Speeches

WEDNESDAY, OCTOBER 30

Character Speeches

FRIDAY, NOVEMBER 1

Character Speeches

Readings

- No readings

UNIT 3- CIVIL WAR AND RECONSTRUCTING A NATION

Week Eleven: From Sectional Crisis to Secession

MONDAY, NOVEMBER 4

Lecture: Dividing into "Free" States and "Slave" States.

WEDNESDAY, NOVEMBER 6

Readings Quiz; Discussion: How does this graphic history interpret the origins of the Civil War? Are images more effective than texts in bringing the past to life?

FRIDAY, NOVEMBER 8

Un-Essay Proposals

Readings

- W: "Preface," "Chapter 1: The Flag," "Chapter 2" A Writ," "Chapter 3: Opera Glasses," and "Chapter 4: Iron Legs," in Fetter-Vorm and Kelman, *Battle Lines*, pp. ix-56

Week Twelve: Civil War: America's Second Revolution?

MONDAY, NOVEMBER 11

NO CLASS (Armistice/Veteran's Day)

WEDNESDAY, NOVEMBER 13

Readings Quiz; Discussion: How did industrial technologies and medical advances transform warfare during the Civil War?

FRIDAY, NOVEMBER 15

Lecture: From Preserving the Union to Abolishing Slavery

Readings

- W: "Chapter 5: The Magic Bullet," "Chapter 6: A Brick," "Chapter 7: A Bug," and "Chapter 8: A Photograph," in Fetter-Vorm and Kelman, *Battle Lines*, pp. 57-100

Week Thirteen: Road to Appomattox Courthouse

MONDAY, NOVEMBER 18

Readings Quiz; Discussion: How did Lincoln's Emancipation Proclamation change the meanings and experiences of the Civil War?

WEDNESDAY, NOVEMBER 20

Lecture: From "40 acres and a mule" to Jim Crow

FRIDAY, NOVEMBER 22

Un-Essay Proposals

Readings

- M: "Chapter 9: Draft Numbers," "Chapter 10: Bodies," "Chapter 11: Death Letter," and "Chapter 12: Ink," in Fetter-Vorm and Kelman, *Battle Lines*, pp. 101-174

Week Fourteen: Reconstruction in the South

MONDAY, NOVEMBER 25

Readings Quiz; Discussion: How did African Americans experience freedom after the 13th Amendment?

WEDNESDAY, NOVEMBER 27

NO CLASS (Thanksgiving Break)

FRIDAY, NOVEMBER 29

NO CLASS (Thanksgiving Break)

Readings

- W: American Social History Project, *Freedom's Unfinished Revolution: An Inquiry into the Civil War and Reconstruction* (New York: New Press, 1996), selections.

Week Fifteen: Reconstruction in the West

MONDAY, DECEMBER 2

Lecture: "Greater Reconstruction": Homestead Act, Pacific Railway Act, and Morrill Act

WEDNESDAY, DECEMBER 4

Readings Quiz; Discussion: How was the Civil War connected to the so-called Indian Wars?

FRIDAY, DECEMBER 6

Share Un-Essays

Readings

- W: Boyd Cothran and Ari Kelman, "How the Civil War Became the Indian Wars," *New York Times*, 25 May 2015. (Canvas)
- W: Robert Lee and Tristan Ahtone, "Land-grab universities," High Country News, 30 March 2020, <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities> (Canvas)

Week Sixteen: Final Exam

THURSDAY, DECEMBER 12

Final Examination 9:00-11:00 a.m., Share Un-Essays and Reflections Due