**American Diversity: A History**

A112

Spring 2022

Dr. Janine Giordano Drake

Office: Ballantine 853

Class location: 119 Swain West

Office Hours: TR 1pm-3pm and by appointment

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Watch for an announcement about Course Assistant office hours.

**Course Description:**

Why is teaching US History so contentious?

To what extent is the story of the United States a story of “democracy” triumphing over “tyranny?” Has “democracy” always triumphed, or are there other reasons why that narrative of US History is so beloved by some Americans? This course explores the extent to which national histories function as political mythologies. It problematizes the challenge of constructing a narrative of American history that does justice to the diversity of the American people and their many perspectives on the project called the United States.

**Can you be more specific?**

Our first unit explores the many “origin stories” for the foundational power relationships established in the societies within which we now find ourselves. Which stories are most important to describing the origins of our United States? To what extent did the *Constitution* (1787) represent a triumph of democracy? How does the study of antebellum Americans outside the boundaries of US citizenship help us better understand the historical nature of the Antebellum Republic?

Our next two units explore the period known as “America’s Second Founding,” the Reconstruction and Gilded Age periods. We discuss the many “new” mythologies which came to form the foundation of American identity, and discuss the cultural “work” they did in creating a sense of unity across expanses of culture and space. We consider the purposes of national mythologies and speculate about the extent to which these myths are still operational in the twenty-first century United States.

Our final unit examines twentieth and twenty-first century movements that have attempted to revise these Gilded Age mythologies about what it means to be an American. To what extent did the incorporation of many new people groups into US citizenship, including millions of European immigrants and the emancipation and exodus of enslaved peoples, change the stories we tell about the United States?

In the end, we return to our original question: Why is teaching US history so contentious? What role do narratives about United States history play in the way we understand what it means to be an American?

**Learning Outcomes:** By the end of the course, a successful student will be able to do the following:

1. Demonstrate knowledge of the history of diversity in the United States from the 15th century to the present, including the diverse cultures and social relations of different groups, and the social and governmental institutions that sought to regulate these cultures and relations. (Social Science & Humanities GenEd Learning Outcome 1)

2. Identify and use the basic conceptual categories of analysis, including race, ethnicity, religion, gender, sexuality, generation, region, social class, diversity, intersectionality, culture, and nationality. (College of Arts & Sciences Diversity in the United States Requirement)

3. Demonstrate the capacity to think and write critically and creatively by solving historical problems about the constitution of analytical categories, the changing expression and understanding of identities, the nature and history of systems of oppression, including racism, classism, heterosexism, and ableism, and the persisting conflicts over identity, difference, and diversity. (Social Science & Humanities GenEd Learning Outcome 2; CASE S&H Breadth of Inquiry Requirement; Social Science & Humanities)

4. Employ historical evidence (primary sources) to identify how various identity categories have become more and less socially and politically meaningful over time. (CASE DUS Requirement; Social Science & Humanities GenEd Learning Outcome 3)

5. Explain how the history of American settler colonialism and *herrenvolk* democracy has generated the context for the emergence of social categories and systems of power and oppression in the United States. (CASE DUS Requirement; CASE S&H Breadth of Inquiry Requirement)

6. Explain how the concepts and history of American diversity may and may not structure their own values, worldview, or understanding of the United States. (CASE DUS Requirement; CASE S&H Breadth of Inquiry Requirement)

7. Recognize the constructed nature of identities, and how these have been mutually constructed, expressed differently in different national contexts, and have shifted over time. (CASE Social & Historical Studies Breadth of Inquiry Requirement; Social Science & Humanities GenEd Learning Outcome 5)

**Calendar of Due Dates:**

1. Paper 1 Due in Class, Feb 3 10%
2. Paper 2, Due in Class, Feb 22. 10%

Make Selection for Autobiography Project, March 1.

1. American Mythologies Project, Due March 10. 20%
2. American Autobiography Project, due April 21 30%
3. Final exam, May 5, 12:40pm-2:40pm- 20%

**Summary of Major Assignments:**

1. **Contributions to Class Discussion- 20% of final grade.** This grade includes in-class writing and (if relevant) discussion board posts. All in-class writing is open-book. Be sure to bring your notebooks or reading journals to class. \*If you have documented needs for accommodations on quiz length, please see me.
2. **Paper 1. Due in class at the start of class. 10% of final grade.**
3. **Paper 2. Due in class at the start of class. 10% final grade.**
4. **American Mythologies Project**. **10%** **of final grade.** As we discussed in class, popular myths functioned to build a sense of cultural unity in the period after the Civil War. And yet, each of these imaginaries was predicated on presumptions about who was, and was not, a “real” American. Pick one of these so-called “founding myths” we discussed in class, or suggest another. Explain how it operated to build a sense of American identity in the period after the Civil War. After explaining what that myth was, articulate how and why it succeeded in building unity (or perceptions of unity) in the US. Using newspaper databases, find three of your own examples of the myth operating in this period (1865-1900). Then, reflect on the social and political consequences of building American unity around that common imaginary.
5. **American Autobiography Project. 30%** Pick an autobiography from the list provided and read it. Reflect on what insights it can offer us, as people and historians, when we assess this memoir as a primary source. What does this memoir help us to better understand? What wisdom does this book offer us as students of history?
6. **Final Exam. 20%** This is a cumulative final exam.

**Extra Credit Options- These options can boost your “Contributions” grade.**

1. Attend a film, a show, or an exhibition on campus that connects with one of the themes of this class. Write a reflection on what it taught you and how it taught you to think differently about any of the content or themes of our course.
2. Interview a friend or family member about the social and political transformations that they’ve experienced in their lifetimes, insofar as they connect to the themes of our course. Type up your questions and their answers, and then write a short introduction to the interview that contextualizes and introduces this interview to your classmates as a primary source.
3. Look up your family history in our library genealogy databases and plot your family tree. What did you learn in this process? Reflect on what you learned about your family heritage (biologically or culturally) and how it confirms, or challenges, some of the stories of US history we’ve discussed in class.

All Extra Credit assignments are due before April 21.

**Tips for Student Success:**

**We recommend all of the following:**

* Regular class attendance
* \*\*\*\*A reading journal that records daily reading and note-taking, and your reflections, both inside and outside of class\*\*\*\*
* Willingness to share your notes with your classmates
* Discussion/accountability groups outside of class,
* Early Attention to due dates and deadlines
* early drafts of papers (with time for peer review),
* visits to the Writing Tutorial Services with paper drafts,
* visits to faculty offices during office hours.

**Warm-Up Activities and Attendance Policy:**

We will take attendance at every class, largely through a graded warm-up activity or in-class assignment. Because of this pandemic moment, we will drop your two lowest grades on in-class assignments (your “Contributions to Class Discussions” grade). [[1]](#footnote-2)

It is best to save these “excused absences” for emergencies. Keep in mind that if you arrive late or leave early, your attendance in that class may not be counted. Moreover, there are strict penalties (plagiarism) for doing your friends’ work or logging them present when they are absent.

If you have a catastrophic emergency, please contact your instructional team and bring documentation from the Student Advocates Office (non medical emergencies) or the Office of Disability Services for Students (medical or disability emergencies). At this point, your instructor and you will develop a plan for you to make up missed work and possibly supplement it with extra credit work. No late work will be accepted after April 28.

**Self Care Support:**

We will do our best to raise content warnings around difficult subjects and provide alternative assignments where appropriate. If you are having trouble with course material, or if you are experiencing difficulty for other reasons, we encourage you to raise these concerns with your professor or course assistants. One key to success in college (and beyond) is to figure out how to harmonize your self-care regimens around the ebbs and flows of life’s deadlines.

**Disability Services:**

If you require accommodations for this course, that is no problem. Please inform your instructional team right away and (as soon as possible) provide a memo from the Disability Services for Students office. If you require extra time on in-class assignments, please inform your professor right away so we can set up a way for you to complete these activities outside of class.

Disability Services <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

CAPS <https://healthcenter.indiana.edu/counseling/index.html>

**Jan 11:** **Introduction: Why is teaching US History so contentious? What will this course explore?**

**Jan 13:** **What is at stake in battles over narratives of US history?**

Hannah Nikole-Jones, “Our Democracy’s Founding Ideals were false when they were written.”

Stout and LeMee, “Efforts to Restrict Teaching about Racism,” in <https://www.chalkbeat.org/22525983/map-critical-race-theory-legislation-teaching-racism>

“State Laws, Policies, and Stances Opposing CRT and “Divisive Concepts,” <https://docs.google.com/document/d/1Ak51FUKwhTIMnMCT4sfZ1Psm3rIrVHlklXyi9AFagXY/edit>

**Unit 1: Origin Stories and the Making of the “Colonist”**

Our first unit explores the many points of “origin” to civilizations in the Americas, and the many foundational power relationships established in the societies within which we now find ourselves. Which stories are most important to describing the origins of our United States?

**Jan 18:** **Indian Country**

Roxanne Dunbar-Ortiz, “Follow the Corn,” *Indigenous People’s History of the United Staes*

Daniel Richter, “Prologue” in *Facing East from Indian Country*

Websites:

Invasion of America <https://www.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6>

Native Land:

<https://native-land.ca/>

**Jan 20:** **Cultures of Conquest, Multiple Origin Stories**

Roxanne Dunbar Ortiz, “Culture Of Conquest, in *Indigenous People’s History of the United States*

Inter Caetera, 1493: Read Transcript”: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/04093_FPS.pdf>

Hakluyt Sees England’s Salvation in America,” 1584

An English Landlord Describes a Troubled England, 1623

**Jan 25: Indentured Servants and Enslaved People**

Description of the Practice of Indentured Servitude by Gottlieb Mittelberger

<https://chnm.gmu.edu/tah-loudoun/wp-content/lessons/donehoo/mittelberger.pdf>

Indentured Servant Richard Freethorne Laments his Condition in Virginia, 1623

Excerpt, An Interesting Life of Olaudah Equiano

Virginia Slave Statutes, 1660-1705

**Jan 27: How and why did colonists come together to resist Britain?**

Robert Parkinson, “The Long Odds Against American Unity in the 1770s,” *Thirteen Clocks,* 36-67.

Parkinson, “Britain Has Found Means to Unite Us, in *Thirteen Clocks* pp. 82-100

 “Colonial Trade and the British Empire” 1701-1770 charts

Stamp Act Congress Condemns the Stamp Act, 1765

Ben Franklin Testifies Against the Stamp Act, 1766

**Feb 1:** **To what extent were American patriots invested in maintaining a slave society?**

Edmund S Morgan, “Slavery and Freedom: The American Paradox” excerpt from the *Journal of American History*, 1972

Sean Willentz, “American Slavery and the Relentless Unforeseen”

Heather Cox Richardson, “Roots of Paradox*,” How the South Won the Civil War, Ch 1,*

 “Abortive Slave Trade Indictment,” 1776

**Feb 3: What did the *Constitution* (1789) accomplish?**

1789 Constitution

“Protesting and Ratifying Slavery’s Constitution,” in David Waldstreitcher’s *Slavery’s Constitution,* pp. 107-151

“African Americans Petition for Freedom,” 1777, *Major Problems in American History*

James Madison, Federalist 10 (1788)

Position Paper 1 due in class.

**Unit 2: The “First” American Republic**

Our next unit tells the story of attempts at enacting the principles of “democracy” from the founding of the Republic until the Civil War. How does the study of people outside of the boundaries of American citizenship in the antebellum Republic help us better understand the meaning of republicanism, and American democracy, during this period?

**Feb 8: Republicanism as an Ideal**

Thomas Jefferson on the Virtue of the Yeoman Farmer, 1785

Northwest Ordinance, 1787

Naturalization Act of 1802

Anna-Lisa Cox, Intro, *Bone and Sinew of the Land*

**Feb 10: Republicanism in Practice, Part 1**

*Anti-Catholic Fears:*

“Lyman Beecher Warns About Immigrants Flooding into the American West,” 1835, (MP American Immigration and Ethnic History, 134-136.

“Samuel F.B. Morse Enumerates the ‘Dangers’ of the Roman Catholic Immigrant,” 1835, 136-138.

“Thomas Whitney, an anti-Catholic, Compares ‘Romanism’ and ‘Republicanism’” 1856 144-146

*Free and Fair Elections:*

Angelina Grimke Weld’s Speech at Pennsylvania Hall, 1838

Declaration of Sentiments, 1848

Davy Crockett, “Speech on Electioneering,” 1848

*Native American Assimilation, Resistance, and Removal:*

Tecumseh’s Speech to the Osages, 1811-1812, p. 134, *Voices of a People’s History*

**Feb 15: Republicanism in Practice, Part 2**

*African American Harassment and Protest:*

Frederick Douglas, “Address to the New England Convention,” 1849, *Voices of a People’s History,* p. 159

Maria Stewart, “An Address Delivered at the African Masonic Hall, Boston, 1833” p. 116-117, *Voices*

Benjamin Lundy, “Conditions for African Americans in Texas,” 1833

(and chapters from anna lisa cox, chapters 5 and 6?)

*Native American Harassment and Protest*

Two Documents on Cherokee Removal, pp.134-136, *Voices*, 134-139

Second Inaugural Address, Andrew Jackson 1833
<https://avalon.law.yale.edu/19th_century/jackson2.asp>

**Feb 17: Democracy on Trial**

*Mexican Americans and the Mexican Cession:*

Mexican Constitution, 1824

Mexican Government, National Colonization Law 1824

Treaty of Guadelupe-Hidalgo (as signed outside Mexico City), 1848

Antonio Franco Coronel, “For me the Placers were Finished,” 1849

Juan Soto, Desertion Handbill, 1847, *Voices of the People’s History,* 158

“Hanged as Suspects,” *El Clamor Publico,* 1857 (on Mexican Americans)

“Compelled to Sell, Little By Little,” 1859 (on Mexican Americans)

Proclamation by John Montgomery in San Francisco, 1846

*Slavery:*

1851 Constitution, Indiana

Dred Scott v Sanford, 1857

Documents on debate over slavery

**Feb 22: Jubilee**

David Roediger, “Turning a World Upside Down: The General Strike of the Slaves, Jubilee, and the Making of a Revolutionary Civil War,” *Seizing Freedom,* 25-66.

Jourdon Anderson Writes to His Former Enslaver, 1865 <https://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/>

Paper 2 Due.

**Unit 3: The “Second” American Republic**

To what extent did the New American Republic fundamentally shift away from the limited conceptions of citizenship in the antebellum period? How did the incorporation of new people groups into US citizenship, including the emancipation and exodus of enslaved peoples, change what it meant to be an American?

We will explore these questions in multiple ways. Outside of class, you will choose a person to study as your “case study” of social change and identity formation/ transformation in the twentieth or twenty-first century. In class, we will think about the cultural myths that dominated popular media in the late nineteenth and early twentieth centuries and which most Americans ran into and found themselves forced to interact with in one way or another. While of course not everyone subscribed to these new(ish) American myths, but they played a significant role in the Gilded Age attempt at creating new, twentieth century definitions of Americans.

**Feb 24:** **Black Reconstruction, Mexican American Incorporation, and the Promise of Democracy**

General Sherman’s Field Order No. 15

<https://www.blackpast.org/african-american-history/special-field-orders-no-15/>

Civil Rights Act of 1866

Freedmen’s Contracts

<https://dp.la/primary-source-sets/the-freedmen-s-bureau/sources/114>

Henry McNeal Turner, “On the Eligibility of Colored Members to seats in the Georgia Legislature,” 1868 *Voices of People’s History*, 194-196\_

Homestead Act, 1860, 1862

**March 1:** **Myth of the Lost Cause**

Thomas Dixon, *Klansman*, excerpt.

<https://lynchingintexas.org/>

United Daughters of the Confederacy, Texas, Catechism for Children, 1904

Lynching in the United States

<https://en.wikipedia.org/wiki/List_of_lynching_victims_in_the_United_States>

**March 3- Myth of Whiteness**

“New Immigrants, Race, and “Ethnicity” in the Long Early Twentieth Century,” in Dave Roediger, *Working Toward Whiteness*

Bret Harte, “The Heathen Chinese,” in Yung, *The Chinese Exclusion Act,* 75-77.

Abe Lincoln’s Thanksgiving Proclamation, 1864

Zitkala-Sa, *School Days of an Indian Girl* (1921), excerpt

**March 8: Myth of the Self-Made Man**

“Nate Shaw Aims to Make a Living Farming, 1907-1908,” p. 92-93, MP in African American history,

Autobiography excerpts: Andrew Carnegie, Booker T. Washington, Hellen Keller

**Deadline to choose your autobiography for your final project.Use discussion board.**

**March 10- Myth of the Heroic White Frontiersman**

Frederick Jackson Turner, “The Significance of the Frontier in American History,”1893, excerpt

Public Land Commission Investigation, 1880

<http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>

DW Griffith*, Martyrs of the Alamo* (film)

Treaty of Fort Laramie, 1868

Dawes Act, 1887

<https://www.ourdocuments.gov/doc.php?flash=false&doc=50&page=transcript>

**American Mythologies Paper due.**

**March 15-17 NO CLASS SPRING BREAK**

**Unit 4: Race, Class, Gender and Narratives of the Twentieth Century United States**

As we all know, the stories and images that dominate our popular books, magazines and entertainment are powerful, but they are also ephemeral. It is not a new phenomenon that images and tropes can be reappropriated, and dramatically shift meaning, in an instant. In this unit, we study twentieth and twentieth century movements that have attempted to shift these Gilded Age ideals about what it means to be an American. We begin the unit by exploring the social and political structures with regards to race, class and gender which were present at the establishment of major institutions in the early twentieth century. Then, we study the history of the reformers who have worked to shift foundational presumptions about what it means to be an American.

In this unit, by focusing on social history, we continue to ask the same questions as our last unit, namely: a) To what extent did the New American Republic fundamentally shift away from the limited conceptions of citizenship in the antebellum period? b) How did the incorporation of new people groups into US citizenship, including the emancipation and exodus of enslaved peoples, change what it meant to be an American?

But, (c) we will also attempt to evaluate what these “New Americans” accomplished. What did reformers of the twentieth century successfully change about the cultural and social norms of the early twentieth century? (d) How and why did the color line shift? For whom has the possibility of social mobility been more and less promising? Why did the color line survive the many social movements, political movements, and legal challenges to the systems of white supremacy? And finally, (e) What role do narratives about United States history play in the way we understand what it means to be an American?

**March 22- The Color Line**

Senators John F. Miller and George Frisbie Hoar, Congressional Debate on Chinese Exclusion, 1882, in Judy Yung, 61-70.

Henry McNeal Turner, excerpt, *From Civil Rights: The Outrage of the Supreme Court of the United States Upon the Black Man,* 1889

Ida B Wells, “The Case Stated,” 1895

Justice Henry Brown, Majority Opinion, *Plessy v Ferguson*

Justice John Marshall Harlan, Dissenting Opinion*, Plessy v Ferguson*

Representative George White of North Carolina Delivers His Final Speech on the Floor of Congress, 1901, pp. 97-98 in *MP in Afr Am History*

Terence Powderly, “Exclude Anarchist and Chinaman!” 1901 in Judy Yung, 93-94.

**March 24- Race, Class, and the Structure of Racial Inbetweenness**

“The Burden of Proof Rests with Him: New Immigrants and the Structures of Racial Inbetweenness,” in *Working Toward Whiteness,* 57-92.

“The Structure of the New Order,” in David Montejano’s *Anglos and Mexicans in the Making of Texas*

Map Showing Where Americans were killed in Ethnic Violence in Northern Mexico, Texas, and New Mexico, 1910-1919, p. 374, MP- Texas,

**March 29- The State, Labor, and the American Working Classes**

Erik Loomis, “The Anthracite Coal Strike and the Progressive State,” *A History of America in Ten Strikes,* Ch 4.

Investigator John Fitch Describes Steel’s Long Shift, 1912, *Major Problems- Workers,* pp. 172-174

IWW Founder William Trautmann Explains Why Strikes are Lost, 1911, *MP-W,* 236-239

**March 31- World Wars and the Welfare State**

Federal Farm Loan Act, 1916

<https://www.fca.gov/template-fca/about/federal-farm-loan-act-1916.pdf>

Socialist Labor Party Platform, 1920 <http://www.slp.org/pdf/platforms/plat1920.pdf>

Socialist Party Platform, 1932 <http://weisun.org/apush/assignments/readings_06_1932-1939/02_socialist_party_platform_1932.pdf>

National Labor Relations Act, 1935 – pay special attention to sections 7 and 8

<https://www.nlrb.gov/guidance/key-reference-materials/national-labor-relations-act>

**What did reformers change?**

**April 5- Second Wave Feminism**

Dorothy Sue Cobble, “More than Sex Equality” in *Feminism Unfinished*

SNCC position Paper, 1966, *Voices of the People’s History*, pp. 427-428

1969 Redstockings Manifesto, <https://pages.uoregon.edu/eherman/teaching/texts/Redstockings%20Manifesto.pdf>

Adrienne Rich, “Of Woman Born,” 1977 *Voices of a People’s History,* 464-466.

**April 7- Struggles Against the Carceral State**

Kelly Lytle Hernandez, Introduction, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*

Ida B Wells, “The East St Louis Massacre: The Greatest Outrage of the Century,” 1917

Asylum report, 1917 (click on top right button to open document): look especially for the term “feeble minded” and recommendations on treatment for such patients

<http://collections.uakron.edu/digital/collection/p15960coll25/id/31730/rec/57>

**April 12- Struggles to Reclaim America for Indigenous Americans**

1934 propaganda in support of the Indian Reorganization Act: <https://babel.hathitrust.org/cgi/pt?id=uc1.$b59309&view=1up&seq=5>

Deloria, *Custer Died for Your Sins*, “The Disastrous Policy of Termination”

Alcatraz proclamation and letter

<https://www.historyisaweapon.com/defcon1/alcatrazproclamationandletter.html>

**April 14- Reclaiming Atzlan and Justice for Latinx Americans**

Today, we will break up the reading into groups. Do the reading assigned to your group.

“Mexican American Nationalists Call for a Separate Republic in the Southwest, 1915,” MP- Texas History, 373-374

“League of Latin American Citizens (LULAC) states its Objectives, Goals, and Code, 1932-1933,” in MP-Texas History, 376-377

“Emma Tenayuca and Homer Brooks, Officers of the Texas Communist Party, Outline their Vision for Mexican Unification, 1939,” 380-381 in MP-Texas

Reis Lopez Tijerina, Recovering Lost Lands, 1969, in Mexican American Voices, pp.182-183

“A Chicano Conference Advocates the Creation of Aztlan, 1969,” in MP-Ngai, p. 499-501

Maps of La Raza Unida Party. Look at the list of people who ran for party office.

<https://depts.washington.edu/moves/Raza_Unida_map.shtml>

**Drawing Conclusions**

Our contemporary narratives of the United States in the twentieth century dedicate much more time to American politics and the Cold War than they dedicate to social and cultural transformations. Why? What is at stake in the decisions we make about how to tell the story of the United States?

To what extent is the story of the twentieth century Americans a story of “democracy” triumphing over “tyranny”? If you were writing the story, how would you frame the central tensions of United States history in the period after the Civil War?

**April 19- Why are our contemporary narratives of the 1960s so different from the historical record?**

Jeanne Theoharis, “The Histories We Get,” in *A More Beautiful and Terrible History: the Uses and Misuses of Civil Rights History,* pp.3-30.

Alan Wald, “Beyond Port Huron: The Indiana ‘Subversion’ Case Fifty Years Later,” in *Port Huron (*reader)*.*

**April 21- What conflicts/challenges are front and center when we tell the story of the twentieth century as a collective personal reflection?**

Autobiography papers due. Final exam study guide becomes available.

Come to class ready to talk about what [the person whose life you have studied] helps us better understand about the transformations of the twentieth century. Your audience is your classmates, high school history teachers, your parents, and your friends’ parents.

**April 26- Why is it still so controversial to assess historical change? Why is history-telling so important?**

Nikole-Hannah Jones, “Justice,” 1619 Project

2019 Letter to the Editor of the NYT: <https://www.nytimes.com/2019/12/20/magazine/we-respond-to-the-historians-who-critiqued-the-1619-project.html>

Peter Wood, “Postscript” *1620*

**April 28-** Review for Final Exam.

**Cumulative Final Exam: May 5- 12:4opm-2:40pm.**

1. If you have a documented need for extra time on class assignments, please see your instructors right away. We will set up a system for you to have the time you need to complete these assignments. [↑](#footnote-ref-2)