ENGL 2130-91 AMERICAN LITERATURE - Credits: 3.00

A survey of important works of American Literature. Required for English Majors.

13158 ENGL-2130-91 American Literature. Meets Monday and Wednesday, 9-10-15 AM

We will cover 400 years of material in sixteen weeks. From Native American creation myths to postmodern fragmentation, from Puritan sermons to Confessional poetry, we’ll try to find the thread of a unique American identity through writers of all genres. As we look at this material together, let’s keep asking ourselves how the ideals of America’s culture and identity show up in the stories, poems, and dramas we visit. How are “life, liberty, and the pursuit of happiness” laid bare in American letters? How do American writers revisit and reflect the idea of the American Dream? What is the relationship between the American Dream and notions of free will? Consider this document a guide and textbook for the course. Use the hyperlinks to find additional texts without having to purchase them.

Materials
Composition Notebook, 1” Binder, Vonnegut Novel of your choice from list, Their Eyes Were Watching God (Hurston), Call of the The Wild (London) Of Mice and Men (Steinbeck). Our texts are available online via links I have provided. However, if you want to purchase copies of books, I consider that a much better reading experience. Print Materials from Course Den as needed.

PRINT NOW, File in Notebook: Class Syllabus
PRINT AS NEEDED: Articles and Stories that you need to annotate

Learning Outcomes and Course Goals
ENGL 2130 Ideas in American Literature

Course description: A course focused on a specific topic in American and transnational literatures and cultures, with an emphasis on finding pleasure in reading and engaging ideas in literary texts. May be repeated for credit as topic varies.

Course goals: In this class, students will develop the skills necessary to interpret texts organized around a specific topic, with a focus on close reading, locating the text in historical/cultural context, and increased understanding of how literary texts can be read independent of and within these contexts. Students will read a range of texts from different time periods and genres, written by a diverse selection of authors, and will practice using literary texts to better understand various
cultures and sub-cultures, and eras. Students will practice reading and interpretive skills with a focus on how literature responds to its own and their own contexts.

**Learning Outcomes:**
Students will learn to
- Use a selection of American literatures to identify and engage with social and cultural themes in literary texts, both verbally and in writing;
- Demonstrate reading and interpretation skills such as previewing, close reading, rhetorical analysis annotating, summarizing, journaling, and deep listening, via discussion and various modes of writing;
- Develop the ability to discuss the importance of literature to their lives, environments, and relationships to history, via discussion and various modes of writing;
- Practice active reading by formulating meaningful questions, interrogating their own affinities with and resistance to texts they read, and identifying gaps in knowledge they encounter when reading, both verbally and in writing.

**Course Guidelines**
- Incorporate a diversity of genres, texts, and authors, and include a range of historical periods.
- Emphasize marginalized voices and literary traditions alongside more canonical authors and texts.

**Assessment activities**
- Incorporate at least 10 pages of writing from students with instructor feedback – this may include journals, formal papers, summary and close reading assignments, or other writing.
- A focus on informal assessed work, which might include various combinations of the following: reading journals, response papers, worksheets, annotating, close reading, etc.
- At least one thesis-driven writing assignment, and one project or exam.

**Class Policies**

**Help:** If you need help developing ideas or understanding a project, please make an appointment with me. Appointments are most helpful when you bring your notes and freewriting with you to begin our discussion, so take an hour or more to do some brainstorming and freewriting before we meet.

**Grades:** Grades are a result of your effort and academic performance. Ethically, I can not give you additional points because you need to pass the course in order to avoid academic suspension or because you may lose a scholarship. It wouldn’t be fair to you or to other students. I do not round up grades. An 89 is a B. A 79 is a C. Do not ask me to change your grade. Please know that I have designed the course so that all conscientious students can succeed.
GRADE DISTRIBUTION AND MAJOR ASSIGNMENTS:
5% DIAGNOSTIC Essay, 1-2 Pages: What is Free Will? Why does it matter? How does this theme appear in the American literature you know? DUE: FRIDAY Jan 17 by 10AM to Course Den MLA Style. See ESK if you are not familiar with MLA.
20% Journal of reading notes and class notes indicating your areas of curiosity and inquiry 30 pages = 5 pts, 50 pages = 10, 60 pages = 15 pts, 70+ pages = 20 points. Composition notebook required for points. No loose papers or spiral bound.
20% Daily In-Class Writing Exercises and Quizzes (three lowest grades dropped)
20% Mid-term Exam or Writing Assignment
20% Final Writing Assignment (Graded by EC 1102 Rubric)
15% Independent Poetry Project
To earn a grade of A or B you must have no more than 4 absences.

Attendance: To earn a grade of A or B you must have no more than 4 absences. Because your success is important to me, I take attendance and encourage you to be present by having in-class exercises and quizzes that cannot be made-up. We only meet 30 times. Please come to class. I love to see you and hear what you have to say. I also want you to succeed. If you skip class, you cannot make up the daily exercise. I do drop the lowest three grades in order to compensate for that.

Make-up work: If you miss a quiz or daily class assignment, you may check Course Den or ask a classmate for the information. However, no grade will be entered for that activity on that day. Because everything we do builds toward our goals, I recommend that you complete missed assignments in your notebook even if you won’t get a point for them. Grading and entering grades is very time consuming. As a result, if you forget to put your name on paper quizzes or assignments, you will not receive a grade for that exercise.

Plagiarism & Academic Dishonesty: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty: The Faculty Handbook, sections 207 and 208.0401: http://www.westga.edu/~vpaa/handrev/ Student Uncatalogue: "Rights and Responsibilities"; Appendix J: http://www.westga.edu/handbook/

Withdrawal period ends on February 28. If you have already missed three classes and quizzes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade. This is the final withdrawal deadline. After this date, a student must seek a hardship withdrawal (initiated through Health Services or Counseling).

Disruptive Behavior Policy (FYW policy): Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to –
arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. *(Department Policy)*

**Classroom Decorum:** *Respect, compassion and support* for the class, the instructor, yourself, and your fellow students is critical. If I feel that a student is behaving in a way that creates conflict or stops our progress, I will ask them to take a break outside and return when they are ready. Such behaviors include texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general disregard for the classroom experience.

**Cell Phones:** Because cell phones and tablets are distracting and mind-numbing, all electronic devices (cell phones, ipods, etc.) should be turned off and out of sight during class.

**Late Work Policy:** Each day that a paper or project is late will result in the loss of 5%.

**Student-Professor Email correspondence:** You are welcome to email me with any questions, and you may also email your thesis statement to me if you’d like feedback. While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online course calendar, a classmate, course den). Don’t ask me; I’ll be planning our next class. Please write to me at Mjackson@westga.edu

**IMPORTANT:** I give only 5 grades: A, B, C, D, F. I do not round up. An 89 is a B, and a 79 is a C.

(Late papers are penalized. Plagiarized, Recycled or Collaborated papers receive a 0.)


Plagiarism Exemplified: [https://drive.google.com/drive/folders/0BycRKttSSns-ZHA1QUItVXliU](https://drive.google.com/drive/folders/0BycRKttSSns-ZHA1QUItVXliU)

Think, don’t cheat. That takes all the fun out of it.

**HONOR CODE**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her

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individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

COMMON LANGUAGE FOR COURSE SYLLABI (July 2017)
IMPORTANT: Students are responsible for reviewing the following information each semester. https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

CREDIT HOUR POLICY  (Expect 6 Hours per week out of class work)
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. (See complete information at Common Language link)

YOU WILL HAVE A LOT OF READING AND PREP OUTSIDE OF CLASS.
Expect 6 Hours per Week as per the Credit Hour Policy
Find a cozy spot to read or listen. Try to enjoy it.
See the Course Calendar for Texts and Reading Assignments

Terrance Hayes  “American Sonnet for my Past and Future Assassin”

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RUBRICS


Grading for Class Participation (from: https://www.cmu.edu/teaching/designteach/teach/rubrics.html)

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<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
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<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
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Rubric for All EC 1102 and American Literature Essays

To earn a "C" on essay #3, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.
2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.
3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.
5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a "B" on essay #3, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an "A" on essay #3, a student must
1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A "D" grade results from
1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An "F" grade results from
Failure to adhere to basic assignment requirements.
Or Two or more of the faults listed under "D."

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POETRY (Self Directed Group or Independent Projects – see rubric provided) helpful resource:
https://www.arts.gov/art-works/2016/how-read-and-talk-about-poetry

- Puritan and Colonial poetry: https://en.wikipedia.org/wiki/Puritan_poets
- Civil War Era Poetry: https://www.poetryfoundation.org/articles/69877/a-poetry-fueled-war
- The Harlem Renaissance Poets: https://www.poets.org/poetsorg/text/brief-guide-harlem-renaissance
- The Confessional Poets: https://www.poets.org/poetsorg/text/brief-guide-confessional-poetry
- Elizabeth Bishop, Maya Angelou, Adrienne Rich: Research each on poets.org and elsewhere

**GENERAL CALENDAR**

Subject to updates and spontaneous implosion

HOW TO USE: Prepare for class by reading the material posted on that date. If the link posted is damaged, please do a Google search and find the text. If you can not find the text, send me an e-mail in advance of the time you need to read.

| Week 1          | Class 1: Intro. Discussion of Movements. Project Assignments.  
|                | Class 2: Native American Myths and Legends with Jeff Bishop |
| Jan 7-9        | https://www.amnh.org/exhibitions/totems-to-turquoise/native-american-cosmology/the-spider-woman |
|                | https://www.firstpeople.us/FP-Html-Legends/The-Spider-And-The-People-Osage.html |
|                | https://www.firstpeople.us/FP-Html-Legends/TheFirstFire-Cherokee.html |
|                | “Native American Myths and Legends (See Handout)  
|                | http://americanfolklore.net/folklore/native-american-myths/ |

| Week 2          | Class 3: Puritan and Early America. “Sinners in the Hands of an Angry God”  
| Jan 14-16       | http://www.jonathan-edwards.org/Sinners.pdf  (review)  
|                | 1741 |
|                | Class 4: “Advice to a Young Friend” and “Way to Wealth”  
|                | http://www.bibliomania.com/2/9/77/124/21473/1/frameset.html |
|                | https://liberalarts.utexas.edu/coretexts/_files/resources/texts/1758%20Franklin%20Wealth.pdf |
|                | 1745 |

| Week 3          | Class 5: Puritan Poetry Presentation  
| Jan 21-23       | “Declaration of Independence” Intro to some antecedent ideas  
|                | https://www.archives.gov/founding-docs/declaration-transcript  
|                | 1776 |
|                | Class 6: “Rip Van Winkle” Irving Lecture  
|                | 1819 |

| Week 4          | Class 7: Civil War Era Poetry Presentation  
| Jan 28-30       | “Wakefield” Hawthorne Lecture  
|                | 1835 |

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| Week 5 | Class 9: **The Fireside Poets Presentation**  
“The Facts in the Case of Mr. Valdemar” 1845  
EA Poe Lecture  
[https://poestories.com/read/facts](https://poestories.com/read/facts)  
Class 10: HB Stowe Lecture |
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<td>Feb 4-6</td>
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| Week 6 | Class 11 & 12: “Bartleby the Scrivener” 1851  
Melville lecture and Discussion  
| Feb 11-13 |  |
| Week 7 | Class 13: “The Yellow Wallpaper” Gilman Lecture and Discussion 1892  
Class 14: “The Story of an Hour” Chopin Lecture and Discussion 1894  
| Feb 18-20 |  |
| Week 8 | Class 15 and 16: **Call of the Wild** Jack London Lecture and discussion 1903  
[https://www.ibiblio.org/ebooks/London/Call%20of%20Wild.pdf](https://www.ibiblio.org/ebooks/London/Call%20of%20Wild.pdf) |
| Feb 25-27 |  |
| Week 9 | **Class 17 MIDTERM DEBATE!!! March 3**  
Class 18: “Celebrated Jumping Frog” Mark Twain Lecture and Discussion 1865  
In Class Reading of “Diaries of Adam and Eve” 1906  
| March 3-5 |  |
| Week 10 | Class 19 -- Southern Gothic  
“A Rose for Emily” Faulkner Lecture and Discussion 1930  
Class 20 **Harlem Renaissance Poetry Presentation**  
-- Hurston Lecture Part 1  |
<p>| March 10-12 |  |</p>
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<tr>
<th>SPRING BREAK</th>
<th>Catch-up on your reading. Novels Next week!</th>
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| Week 11 | Class 21 **Their Eyes Were Watching God**  
partial audio: [https://www.youtube.com/watch?v=cZqDGDC7pUU](https://www.youtube.com/watch?v=cZqDGDC7pUU)  
Class 22  
Steinbeck Lecture and Discussion  
**Of Mice and Men** 1937 |
<p>| March 24-26 |  |</p>
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<th>Week 12</th>
<th>March 31-April 2</th>
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<th>Week 13</th>
<th>April 7-9</th>
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<td>Class 26: <strong>New Formalism Presentation</strong>&lt;br&gt;Contemporary Voices Presentation&lt;br&gt;PK Dick “Small Town” 1966&lt;br&gt;Audio: <a href="https://www.youtube.com/watch?v=m35W9YSJAec">https://www.youtube.com/watch?v=m35W9YSJAec</a></td>
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<th>Week 14</th>
<th>April 14-16</th>
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<td>Class 27 and 28: <strong>Kurt Vonnegut Lecture and Discussions of your Novels</strong></td>
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<th>Week 15</th>
<th>April 21-23</th>
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<td>Class 29 and 30: <strong>Captain Fantastic</strong> Movie Viewing and Discussion as possible</td>
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<th>FINAL</th>
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<td>FINAL PAPER DUE</td>
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**Note:** Grades will be posted to BanWeb by noon on December 17th. No grades will be distributed via phone or email.

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Rubric and Project Guide (see pages 55-60 of Reading and Writing, Tagmemic, Aristotle’s Topoi)

**Independent Project, American Poetry, 15% of Grade.** 8-12 minutes

**Movement or Poet**
1. The Puritans
2. Walt Whitman
3. Emily Dickinson
4. The Fireside Poets
5. Sidney Lanier/Natasha Trethewey
6. Robert Frost
7. E.E. Cummings
8. The Harlem Renaissance
9. Wallace Stevens/Marianne Moore
10. The Confessional Poets
11. Elizabeth Bishop/Hart Crane
12. The Black Mountain Poets
13. The Beat Poets
14. The New York School and John Ashbery
15. Adrienne Rich/Maya Angelou
16. New Formalism
17. Contemporary Poets

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<th>Rubric</th>
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<td>Introduce the School or Poet</td>
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<td>Dates</td>
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<td>Historical Context (in the country or the world as relevant)</td>
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<td>Describe and explain the unique stylistic concerns</td>
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<td>Describe and explain the thematic concerns</td>
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<td>Major Poets if Movement (Name at least 3)</td>
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<td>Brief Biographies of the Poet(s)</td>
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<td>Perform a minimum of one poem for the class (Plus 10 Points for Memorizing/Reciting any poem of more than 12 lines)</td>
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<td>Explain how the poem illustrates or exemplifies the ideals, themes, and styles of the movement.</td>
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<td>Prepare a printable study guide for your classmates. (note that extra weight here)</td>
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MAJOR MOVEMENTS IN AMERICAN LITERATURE

Research and Define with Approximate Dates and Major Players -- Due by Midterm Review

Native American:

Pre Colonial and Puritan:

Transcendentalists:

The Dark Romantics:

Civil War Era Literature:

Realism:
Naturalism:

Modernism:

The Lost Generation:

The Harlem Renaissance:

The Beats:

Southern Gothic:

Post Modernism:
Partial Timeline of U.S. History

30,000 B.C.  Asians begin migrating to North America across the Bering Strait
1492  Columbus, seeking a western route to Asia, reaches San Salvador Island in the Caribbean
1607  Jamestown founded
1611  First Virginia tobacco crop harvested
1619  First Africans arrive in Virginia
1620  Plymouth Colony founded
1630  Massachusetts Bay Colony founded
1681  Pennsylvania established
1692  Witchcraft trials begin in Salem
1734  Great Awakening begins
1741  Alleged New York Negro Rebellion
1754-1763  French and Indian War / Seven Years' War
1773  Tea Act, Boston Tea Party
1774  First Continental Congress
1775-1783  Revolutionary War
1776  Declaration of Independence
1781  Articles of Confederation adopted
1787  Constitutional Convention; Northwest Ordinance
1789  Washington becomes first president; French Revolution begins; Bill of Rights adopted
1796  Adams defeats Jefferson in first contested presidential election
1804-1806  Lewis & Clark expedition
1812-1814  2nd British-American War
1817  New York Stock Exchange founded; Erie Canal begins
1819  McCulloch v. Maryland enhances power of federal government
1823  Monroe Doctrine
1828  Jackson elected president
1844  Baltimore-Washington telegraph line
1830  Indian Removal Act passed
1846-1848  Mexican-American War
1852  Uncle Tom's Cabin published, Harriet Beecher Stowe
1858  Lincoln-Douglas Debates
1861-1865  U.S. Civil War
1865-1866  13th Amendment ratified, outlawing slavery, Civil Rights Act, 14th Amendment proposed
1869  15th Amendment proposed, transcontinental railroad completed at Promontory Point, Utah
1874  Gold rush begins in Black Hills of South Dakota
1896  Plessy v. Ferguson upholds separate but equal
1898  Spanish-American War
1906  Upton Sinclair writes The Jungle
1914-1918  World War I (US enters in 1917)
1916  The Great Migration begins - African Americans fleeing the South
1920  First commercial radio broadcast, 19th Amendment grants women's suffrage
1925  Scopes Tennessee Evolution trial
1927  Lindbergh's solo flight across Atlantic
1929  Stock Market Crash, beginning of Great Depression
1939-1945  World War II (U.S. enters in 1941)
1945  Atomic age begins; United Nations founded
1949  NATO established; Soviet Union explodes atomic bomb; Onset of Cold War
1950-1953  Korean War
1961  Berlin Wall
1969  Neil Armstrong walks on the moon
1989  Berlin Wall falls; Cold War ends
2001  9/11 Terrorist Attack on The World Trade Center
2008  Barack Obama, First African American elected president