



HIST 2111-A (CRN 686) Spring 2019

ONLINE

Gordon State College

I. Course Title: HIST 2111 American History to 1865

II. Instructor: Dr. J. Franklin Williamson,
Assistant Professor of History

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Office Hours: M 9:00am-12:00pm,
W 9:00am-2:00pm,
And by appointment

III. Description:

In this course, we will explore the history of some of the major events, people, ideas, concepts, beliefs and practices that have together defined the history of the United States of America, from the time before 1492, to the end of the Civil War. Taking this course will provide you with a variety of benefits, the most immediate of which will be the satisfaction of three credit hours of your Area E requirements. However, beyond checking boxes for graduation, this course will also introduce you to some of the basic tools of the historical profession, as well as help you hone skills that will be essential in your professional careers after college, no matter what major field of study you pursue.

Everything has a history. Every aspect of American life in 2019 is somehow connected to the past, whether recent or more distant. Contemporary American political-, social-, and even cultural leaders commonly argue that one or another facet of our lives in 2019 are (or are not) in tune with the longer tradition of “American History.” Indeed, many in American government

¹ Jean-Baptiste-Antoine DeVerger, watercolor, 1781, *American soldiers at the siege of Yorktown*, Wikipedia, [https://en.wikipedia.org/wiki/1st_Rhode_Island_Regiment#/media/File:Soldiers_at_the_siege_of_Yorktown_\(1781\)_by_Jean-Baptiste-Antoine_DeVerger.png](https://en.wikipedia.org/wiki/1st_Rhode_Island_Regiment#/media/File:Soldiers_at_the_siege_of_Yorktown_(1781)_by_Jean-Baptiste-Antoine_DeVerger.png) (accessed January 11, 2018).

today express their desire to “make American great again,” which is an implied historical argument – that *somewhere*, at *some* time in the past, America was somehow better than it is today. Of course it is easy to overstate similarities or differences between the present and the past but the job of historians is to analyze such claims, evaluate their evidence, think critically about their assumptions, and conclude whether such an interpretation of the past is convincing or not (and why).

In general, we could think of the history of “American History” as a *history of ideas* (such as “equality” and “freedom,” concepts whose definitions have been subject to debate and change over time) that help explain the U.S. as it is today. Conversely, we could also understand this history as a *story of choices made and actions taken* in pursuit of these ideals that similarly explains the way the country and its people appear at present. Together, we will look for examples of both of these characterizations and try to figure out which ideas or actions were most decisive in explaining the present day.

Besides learning lots of “stuff” about history, this class will also help you to practice *thinking historically*. Thinking historically means learning to approach a problem or event in the past (or the present day!) from a variety of perspectives, *with attention to the “five C’s:” Change (or Continuity), Context, Causality, Contingency, and Complexity*. We will pay attention to each of these factors when trying to understand how events unfolded and people made choices, and we will see that establishing *what* happened is usually much more straightforward than sorting out the *why*. The bottom line is that thinking historically means looking for evidence and analyzing that evidence into an interpretation that explains the past events in question.

Finally, this class will help you improve your ability to *read closely, think critically, and write clearly and effectively*. You will have the opportunity to read, evaluate and then discuss a variety of primary sources from different historical eras. Additionally you will hone your critical thinking skills through writing a major essay, in which you will practice identifying and interpreting historical evidence, eventually deploying that evidence to support an argument in favor of your interpretation of a discrete historical question.

These separate dimensions of the course all reinforce each other and, by building up your skills in one area, you will be able to improve other areas more easily. Ultimately, I hope that, by the end of the course, you will be able to say that you **know** some facts, that you **understand** those facts’ relationship to each other, and that you can **think** of a way to make an argument using these elements together.

IV. Readings:

All required readings for this course are available as OER (Open-access Education Resources) materials. These texts will be made available through the course D2L page. There is no additional textbook to purchase.

Although not assigned, I highly encourage you to also keep up with current events and national and international news. While you may only have time to watch a few minutes of *CNN* or *Fox News* over your breakfast cereal, you should also try to expose yourself to more sophisticated, elite sources of information such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *Slate*, *Time*, *The New Yorker*, *The Atlantic*, *The National Review*, *The Economist*, and *The Guardian*, just to name a few. Since you are on your way to becoming a member of the educated class of professionals and leaders, it is all the more important that you inform yourself about the complex issues affecting the world around you. If you are stuck in

traffic much of the day, try listening to NPR or BBC programming (over the airwaves or via podcast). Again, current events knowledge is not a requirement to be successful in this course but it may help you make sense of the “big picture” and why our subject matter is important.

V. Assignments:

Paper Project: You will write one (1) major paper, interpreting primary and secondary sources to support a thesis-driven essay, in response to an assigned prompt. In short, you will choose three primary sources from an online archive, (one from the period before 1776, one from the period 1776 to 1828, and one from the period 1828 to 1865), and explain what these sources demonstrate about early American history. To help you complete this task in the most satisfactory way possible, you will complete this one paper in three stages, with each stage being submitted separately for a grade. Papers submitted late will face deductions of one-third of a letter grade per day late. Plagiarism will not be tolerated. I will give you much more information about this assignment in the Paper Project Module on D2L but here is a quick overview:

Part 1: Topic, sources, proto-thesis (describing the sources' contribution to the topic)	6%
Part 2: Draft thesis, outline, preview of evidence, significance	12%
<u>Part 3: Final Draft</u>	<u>18%</u>
TOTAL	36%

Exam: You will complete one (1) Final Exam, comprised of some combination of multiple-choice, fill-in-the-blank, ID, as well free-response questions, testing comprehension of the key terms but also larger topics presented in the modules and in the readings. I will give you much more information about this assignment (including a study guide) as we closer to the exam. The Final Exam will be worth 17% of your overall course grade. **Please note that the Final Exam will be administered in-person, on campus, at 2:45pm on Thursday, May 2, 2019, location TBA, unless you have made PRIOR ARRANGEMENTS WITH ME for an alternative testing location and format, AND I HAVE EXPRESSLY APPROVED of such alternative arrangements in advance.**

Reading Quizzes: I will give you five (5) quizzes (administered in D2L) over recent content, as well as the assigned primary document readings, which will be due on the dates indicated below. Each quiz will count as 6% of your course grade (for a total of 30% of your course grade). **Please note that there will be no make-ups in the event you do not complete one of the quizzes on-time.**

Preparation Quizzes: I will also give you three (3) small quizzes near the beginning of the semester to assess your readiness and willingness to abide by the rules and expectations outlined here in this syllabus (Syllabus Quiz), your understanding of the basics for using D2L (Orientation Quiz), and the basics of how historians make use of primary and secondary sources (Historical Methods Quiz). Each of these preparation quizzes will count as 1% of your course grade, for an overall total of 3% of your course grade. **Please note that there will be no make-ups in the event you do not complete one of the quizzes on-time.**

Discussions: You will complete five (5) D2L Discussions, one (1) Introductory Discussion to help you get acclimated to the mechanics of D2L's discussion features, and four (4) Content Discussions wherein you practice interpreting information from primary and

secondary sources, in response to a questions. For each Content Discussion, in addition to posting your one Major Post and two Response Posts to the Discussion Forum, you will also submit your Major Post to the D2L Assignments Folder. The Introductory Discussion will be worth 2% of your course grade, each Content Discussion will be worth 3% of your course grade, for a total of 14% of your overall course grade. **Please note that there will be no make-ups in the event you do not complete one of the discussions on-time.**

VI. Key Dates:

Monday, March 4, 2019 is the Midpoint, the last day you can drop this class without receiving an automatic WF. If you decide that you have missed too many classes and therefore too much material to make up, it is your responsibility to follow [the College's official drop policy](#).

Thursday, May 2, 2019 is the date of Final Exam. The exam will take place **on-campus, at 2:45pm, location TBA**, unless you have made PRIOR ARRANGEMENTS WITH ME for an alternative testing location and format, AND I HAVE EXPRESSLY APPROVED of such alternative arrangements in advance.

VII. ProctorU:

If you are unable to attend the Final Exam session listed above, you will need to make alternative arrangements to take the Final Exam. ProctorU provides an option for students in this situation (for a fee.)

ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however you will need to schedule your proctoring session at least 72 hours in advance to avoid any on demand scheduling fees. Creating a ProctorU account is very simple. All you will need to do is visit go.proctoru.com. ProctorU also provides free technical support to ensure you have the best testing situation possible. That is available at www.proctoru.com/testitout. On this page you will also be able to test your equipment, learn about what to expect during your proctoring session, and ask any questions you may have about the proctoring process with a ProctorU representative. In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a windows or apple Operating System, and a government issued photo id. ProctorU recommends that you visit proctoru.com/testitout prior to your proctoring session to test your equipment. Please note that, as a student, you will be required to submit payment (via all major credit cards) when you schedule your ProctorU exam (via your ProctorU account). The fee for the exam is based upon the length of time allotted to the exam (the fee distribution is located in the table below). For additional technical services needed before your exam, you can click on the button that says "connect to a live person." Test Taker Walk Through Video <https://vimeo.com/129576577> <https://www.proctoru.com/exam-readiness-guide/>. Please also review Gordon State's ProctorU Information site at: <http://www.gordonstate.edu/computer-services/proctor-u>.

More information about ProctorU can be found here:
http://www.gordonstate.edu/pdf/Essential_ProctorU_Information_for_Students.pdf

VIII. E-mail Policy:

E-mail is usually the best way to get in touch with me for any reason during the semester. You are, of course, also welcome to call my office and but you may have to leave a message if I

am not there and I will only be able to return your call the next time I am in my office (which could be several days, depending on when you call!). Outside of office hours, I will not regularly be in my office and I will often grade assignments and answer e-mail from home or from other locations away from campus. Therefore, I am more likely to receive and answer your question more quickly via e-mail.

Although we are using D2L for this class, **please do NOT use the “E-mail” feature embedded in D2L.** I will not respond to this e-mail address! And I do not expect you to, either! Instead, **always use fwilliamson@gordonstate.edu** to contact me, as I check it at least once every day. Having said that, you should not expect an immediate answer to your question (but you might get lucky). Please allow me approximately twenty-four hours to respond to you before sending me your question again (but be prepared to wait longer on weekends). You are also expected to regularly check your @gordonstate.edu e-mail address, since this is the only way I have of sending you important information and announcements but I will not expect a response from you in less than approximately twenty-four hours.

When you have a question you want to ask via e-mail, always check the syllabus for the answer before you click “send.” This is because most of the administrative or organizational questions students ask are already answered by the material in the syllabus. In fact, I may respond to your question about when is the midterm by saying, “check the syllabus.”

When you have a question that the syllabus does not answer, or a more specific, individual question, please take the time to observe the proper conventions of professional correspondence. That is, address your subject (“Hello Dr. Williamson”), identify yourself and which class you are in (“this is Jane Doe from your Online HIST 2111 class”), then proceed to ask your question (“I am having trouble with the paper. Could you explain X in more detail?”). Finally, always end with a proper valediction and your name (“Thanks, Jane”). This may sound silly but, I guarantee, when you are writing a memo or professional e-mail to your supervisor one day, you will appreciate knowing how to make it sound more sophisticated than a text message. (And your boss will appreciate it, too!)

IX. Grades policy:

I am happy to talk to you individually about your grades after I have returned assignments to you, and I encourage you to e-mail me to ask questions and learn how to improve your score on the next assignment. However, after any graded work is returned to you, **I ask that you wait 24 hours before contacting me with questions or concerns.** Furthermore, I also need you to understand that grading is a painstakingly careful and methodical process for me, one that takes time but also ensures all students’ work is evaluated fairly. Therefore, I will not entertain requests to re-grade individual assignments – **once I return them to you, grades are final.**

In order to more discerningly and precisely evaluate students’ work, I rely on a “plus/minus” system of grading assignments submitted for this class. You will see a breakdown of the numeric equivalents of each grade I use below. Please note, however, that Gordon State College only recognizes whole letter grades (i.e. no plusses or minuses) as records of students’ final course grades. For example, if one essay is graded as an 81 and another graded as an 84, these two essays would receive different letter grades in this class. However, if one student’s final course grade is an 81 and another’s is an 84, both students would receive a grade of “B” for the class.

My in-class Grading Scale: A ≥ 93
 A- ≥ 90

B+	≥ 87
B	≥ 83
B-	≥ 80
C+	≥ 77
C	≥ 73
C-	≥ 70
D+	≥ 67
D	≥ 60
F	≤ 59

Gordon State College's Grading Scale (for final course grades):

A	≥90
B	≥80
C	≥70
D	≥60
F	≤59

Any paper assignment(s) not turned in on time will be subject to a penalty of 1/3 of a letter grade for each day they are late. I do not accept late quizzes or discussion posts unless you have a valid excuse from a third-party. For example, a "B" quality paper turned in two days late would receive a grade of "C+." *You should not read this as permission to wantonly submit your work late.* These penalties accrue into significant losses in points very quickly, meaning that it is in your best interest to turn papers in on time. Having said that, some points are always better than no points, so a late paper is usually better than no paper. In any event, if you know you will have to turn in an assignment late, please contact me as far in advance of the deadline as possible, so that I will know you are still working and planning to submit the assignment. **No late assignments will be accepted after the final exam.**

While we are on the subject of graded work, I should point out that I expect all students to abide by the Gordon State College policy on Academic Dishonesty, [found on page 85 of the Academic Catalog](#). The official definitions of academic dishonesty can be [found on page 377-378 of the Academic Catalog](#) but, in short, academic dishonesty means anything from cheating, to plagiarism, to completing an assignment for another person – basically any instance wherein you submit for a grade work that you did not complete yourself. This means that all assignments completed and submitted by a student **must consist solely of that individual student's own, original work.** This means you are **not permitted to plagiarize material** in papers you write for this class, you are **not permitted to assist others in answering questions on quizzes or exams** administered in this class, and you are **not permitted to use unauthorized or otherwise prohibited notes or aids** when completing such quizzes or exams yourself.

By taking this course, you agree that all required paper assignments may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site http://turnitin.com/en_us/about-us/privacy. According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since

Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

a. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION

TURNITIN.COM: You may consent to release your personal identification to Turnitin.com by simply uploading your paper to the D2L Assignments Folder for this course, which will automatically submit your paper to TII's plagiarism checker.

OR

b. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION

TO TRUNITIN.COM: If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com and whether the paper has your name on it. Please note that in Turnitin.com there is a "test upload" assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records." Also note that, if you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

As you can tell by now, I take academic honesty very seriously. Yet I also want to help you develop your skills at analysis, critical thinking, and writing. So when you are working on your papers, if you are not sure what constitutes plagiarism or academic dishonesty, [here is an excellent tutorial](#) from the UNC-Chapel Hill Writing Center, as well as [another very helpful guide](#) from the Perdue University Online Writing Lab. Also please note that [Gordon State College's Writing Center](#) also offers a variety of services in helping students develop their own work, so do take advantage of these resources, too. Of course, if you encounter a problem or question while preparing your papers, you can also [contact me](#) and I will help you find an answer.

By the way, any student found to have committed academic dishonesty will face one of the four possible sanctions outlined in the Academic Catalog, as best warrants each individual case:

- 1.) "a grade of F for the assignment and/or require remedial action by the student"
- 2.) "a grade of 0 for the assignment and/or require remedial action by the student"
- 3.) "a failing grade in the course"
- 4.) "refer the matter to the Provost"

Once again, if at any time you are unsure of what is permitted or not permitted, **please don't hesitate to ask me!**

X. Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are

mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support. Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

XI. ADA and 504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

XII. House Bill 280

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280>

XIII. Religious Holidays

Gordon State College acknowledges that the academic calendar can sometimes conflict with major holidays from among our diverse religious traditions. If a student must miss class due to the observance of a religious holiday, that absence may be excused. To be excused, the student must inform his/her instructors before the absence and make alternate arrangements for any work due at the time of the absence. An excused absence for the observance of a religious holiday does not excuse student from responsibility for required course work.

XIV. Hightower Collaborative Learning Center & Library

The Hightower Collaborative Learning Center & Library offers Gordon State students specialized library research assistance. Students can meet with their personal librarians for one-on-one help in each discipline, major, or course to search and evaluate information sources effectively. Go to <http://libcal.gordonstate.edu/> to schedule an appointment by clicking the Personal Librarian tab or click on the Presentation Practice Room tab to make a reservation. For immediate help, call 678-359-5076 or stop by the Circulation/Check-Out Desk. You can also Ask A Librarian or drop by the Circulation/Check-Out Desk. Check the library's web site for hours, Electronic Resources, and LibGuides (subject- or class-specific research guides).

XV. Schedule (Subject to change):**WEEK 1**W 1/9:**Mandatory face-to-face meeting for course introduction
(11:00am, Russell 109)***Required Readings:* Course Syllabus*R 1/10:**Mandatory face-to-face meeting for course introduction
(11:00am, Russell 108)***Required Readings:* Course Syllabus**Complete Syllabus Quiz****Students are only expected to attend one of the required face-to-face meetings.*F 1/11:

Read all materials in Orientation Module

Required Readings:

1. Orientation Module,

Complete Orientation Quiz**WEEK 2**M 1/14:**Complete Introductory Discussion,***Required Readings:* None**Syllabus Quiz due by 5:00pm,****Orientation Quiz due by 5:00pm,****Introductory Discussion due by 5:00pm**W 1/16:

Read all materials in Historical Methods Module

Required Readings:

1. Historical Methods Module

Complete Historical Methods Quiz,F 1/18:

Complete Module for Introduction and Background to the Colonial Era

Required Readings:

1. Background to the Colonial Era,

2. Video: Natives and Spaniards:

<https://www.youtube.com/watch?v=6E9WU9TGrec&index=1&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (11:20),3. Primary source: Bartolomeo de las Casas, *A Short Account of the Destruction of the Indies* (1542):<http://web.archive.org/web/19980116133031/http://pluto.clinch.edu/history/wciv2/civ2ref/casas.htm>**WEEK 3**M 1/21:*Martin Luther King, Jr. Holiday (No Class)*

W 1/23: Complete Module for Chapter One: The Colonial South*Required Readings:*

1. Chapter One: The Colonial South,
2. Video: Colonial South/Colonial North:
<https://www.youtube.com/watch?v=o69TvQqyGdg> (12:26),
3. Primary source: Nathaniel Bacon, *Declaration in the Name of the People* (July 30, 1676): <http://www.let.rug.nl/usa/documents/1651-1700/bacons-declaration-in-the-name-of-the-people-30-july-1676.php>

F 1/25: Complete Module for Chapter Two: The Colonial North*Required Readings:*

1. Chapter Two: The Colonial North,
2. Video: Colonial South/Colonial North:
<https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3> (11:27),
3. Primary source: Charter of Massachusetts Bay (1629):
<http://www.let.rug.nl/usa/documents/1600-1650/charter-of-massachusetts-bay-1629.php>

WEEK 4

M 1/28: Complete Module for Chapter Three: Eighteenth-Century Colonial Life*Required Readings:*

1. Chapter Three: Eighteenth-Century Colonial Life,
2. Video: Eighteenth century colonial life:
<https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4> (11:38),
3. Primary sources:
 - (a) *Gottlieb Mittelberger On the Misfortune of indentured Servants* (1754): <http://www.let.rug.nl/usa/documents/1600-1650/gottlieb-mittelberger-on-the-misfortune-indentured-servants.php>
 - (b) Olaudah Equiano, *The Life of Gustavus Vassa* (1789):
<https://sourcebooks.fordham.edu/mod/Vassa.asp>

W 1/30: **Quiz 1 due by 5:00pm**F 2/1: Complete Module for Chapter Four: The French and Indian War*Required Readings:*

1. Chapter Four: The French and Indian War,
2. Video: The French and Indian War:
<https://www.youtube.com/watch?v=5vKGU3aEGss&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=5> (10:40),
3. Primary source: Governor Glen, *the Role of the Indians in the Rivalry Between France, Spain, and England* (1761):
<http://www.let.rug.nl/usa/documents/1751-1775/governor-glen-the-role-of-the-indians-in-the-rivalry-between-france-spain-and-england-1761.php>

WEEK 5

M 2/4: Complete Module for Chapter Five: The American Revolution – Part One

Required Readings:

1. Chapter Five: The American Revolution – Part One,
2. Video: The American Revolution, Part I:
<https://www.youtube.com/watch?v=Eytc9ZaNWyc&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=6> (12:19)
3. Primary source: *Resolutions of the First Continental Congress* (October, 1774): <http://www.let.rug.nl/usa/documents/1751-1775/first-continental-congress-october-1774.php>

W 2/6: **Discussion 1 MP due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)

Required Readings: See directions and questions on D2L

F 2/8: **Discussion 1 RPs due by 5:00pm**
Required Readings: See directions and questions on D2L

WEEK 6

M 2/11: **Part 1 of Paper Project due by 5:00pm**

W 2/13: Complete Module for Chapter Six: The American Revolution – Part Two

Required Readings:

1. Chapter Six: The American Revolution – Part Two,
2. Video: The American Revolution, Part II:
<https://www.youtube.com/watch?v=3EiSymRrKI4&index=7&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (12:41),
3. Primary sources:
 - (a) Charles Inglis, *The True Interest of America Impartially Stated* (1776): <http://www.let.rug.nl/usa/documents/1776-1785/charles-inglis-the-true-interest-of-america-impartially-stated-1776.php>
 - (b) Thomas Jefferson, *Declaration of Independence* (1776):
<http://www.let.rug.nl/usa/documents/1776-1785/the-final-text-of-the-declaration-of-independence-july-4-1776.php>

F 2/15: Complete Module for Chapter Seven: African-Americans and Women

Required Readings:

1. Chapter Seven: African-Americans and Women,
2. Video: African Americans and Women
<https://www.youtube.com/watch?v=bO7FQsCcbD8&index=8&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (13:04),
3. Primary sources:
 - (a) Thomas Jefferson, *Thoughts on Slavery* (1782):
<http://www.let.rug.nl/usa/presidents/thomas-jefferson/jefferson-on-slavery.php>

(b) Judith Sargent Murray, *On the Equality of the Sexes* (1790):
<http://www.digital.library.upenn.edu/women/murray/equality/equality.html>

WEEK 7

M 2/18: Study for Quiz 2

W 2/20: **Quiz 2 due by 5:00pm**

F 2/22: Begin Completing Module for Chapter Eight: The Early Republic
Required Readings:
 1. Chapter Eight: The Early Republic,
 2. Video: Early Republic
<https://www.youtube.com/watch?v=r161cLYzuDI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=9> (13:57),
 3. Primary source: George Washington, *Proclamation on the Whiskey Rebellion* (1794): http://avalon.law.yale.edu/18th_century/gwproc03.asp

WEEK 8

M 2/25: Finish Completing Module for Chapter Eight: The Early Republic
Required Readings:
 1. Chapter Eight: The Early Republic,
 2. Video: Early Republic
<https://www.youtube.com/watch?v=r161cLYzuDI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=9> (13:57),
 3. Primary source: George Washington, *Proclamation on the Whiskey Rebellion* (1794): http://avalon.law.yale.edu/18th_century/gwproc03.asp

W 2/27: **Discussion 2 MP due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)
Required Readings: See directions and questions on D2L

F 3/1: **Discussion 2 RPs due by 5:00pm**
Required Readings: See directions and questions on D2L

WEEK 9

M 3/4: *Midpoint of semester*
 Complete Module for Chapter Nine: Jeffersonian Democracy
Required Readings:
 1. Chapter Nine: Jeffersonian Democracy,
 2. Videos: Jeffersonian Era
 (a) https://www.youtube.com/watch?v=_3Ox6vGteek&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=10 (13:19)
 (b) <https://www.youtube.com/watch?v=qMXqg2PKJZU&index=11&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (12:43)
 3. Primary sources:

(a) *The Sedition Act of 1798*: <http://www.let.rug.nl/usa/documents/1786-1800/the-sedition-act-of-1798.php>

(b) *The Kentucky Resolution of 1799*:
<http://www.let.rug.nl/usa/documents/1786-1800/kentucky-resolution-1799.php>

W 3/6: Complete Module for Chapter Ten: The Market Revolution

Required Readings:

1. Chapter Ten: The Market Revolution,

2. Video: Market Revolution

<https://www.youtube.com/watch?v=RNftCCwAol0&index=12&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (14:11),

3. Primary source: Harriet Hanson Robinson, *The Lowell Mill Girls Go On Strike* (1836): <http://historymatters.gmu.edu/d/5714>

F 3/8: **Quiz 3 due at 5:00pm**

WEEK 10

M 3/11: *No Class (Spring Break)*

W 3/13: *No Class (Spring Break)*

F 3/15: *No Class (Spring Break)*

WEEK 11

M 3/18: **Part 2 of Paper Project due by 5:00pm**

W 3/20: Complete Module for Chapter Eleven: The North and Nineteenth-Century Thought

Required Readings:

1. Chapter Eleven: The North and Nineteenth-Century Thought,

2. Videos: The North in the 19th century

(a) <https://www.youtube.com/watch?v=Ajn9g5Gsv98&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=13> (14:25)

(b) <https://www.youtube.com/watch?v=beN4qE-e5O8&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=14> (15:05)

3. Primary source: Ralph Waldo Emerson, *Self-Reliance* (1841):

<http://emersoncentral.com/texts/essays-first-series/self-reliance/>

F 3/22: Complete Module for Chapter Twelve: The South: Slavery and Southern Life

Required Readings:

1. Chapter Twelve: The South: Slavery and Southern Life,

2. Videos: The South in the 19th century

(a) <https://www.youtube.com/watch?v=t62fUZJvjOs&index=15&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (14:47)

(b)https://www.youtube.com/watch?v=fM1czS_VYDI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=16 (13:11)

3. Primary source: Richard Furman, *Exposition of The Views of the Baptists Relative to the Coloured Population in the United States in a Communication to the Governor of South Carolina* (1838):
<http://eweb.furman.edu/~benson/docs/rcd-fmn1.htm>

WEEK 12

M 3/25: Catch-up

W 3/27: **Discussion 3 MP due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)
Required Readings: See directions and questions on D2L

F 3/29: **Discussion 3 RPs due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)
Required Readings: See directions and questions on D2L

WEEK 13

M 4/1: Complete Module for Chapter Thirteen: Western Expansion

Required Readings:

1. Chapter Thirteen: Western Expansion

2. Video: Western Expansion

<https://www.youtube.com/watch?v=tkdF8pOFUfI&index=17&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (12:47)

3. Primary source: John O'Sullivan *on Manifest Destiny* (1839):
<https://www.mtholyoke.edu/acad/intrel/osulliva.htm>

W 4/3: Study for Quiz 4

F 4/5: **Quiz 4 due by 5:00pm**

WEEK 14

M 4/8: Complete Module for Chapter Fourteen: Sectional Conflict

Required Readings:

1. Chapter Fourteen: Sectional Conflict,

2. Video: Sectional Conflict

<https://www.youtube.com/watch?v=roNmeOOJCDY&index=18&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (14:16),

3. Primary sources: *The Fugitive Slave Act* (September 18, 1850):
<https://sourcebooks.fordham.edu/mod/1850fugitive.asp>

W 4/10: Work on Part 3 of Paper Project

F 4/12: Work on Part 3 of Paper Project

WEEK 15

M 4/15: **Part 3 of Paper Project due by 5:00pm**

W 4/17: Complete Module for Chapter Fifteen: The Civil War

Required Readings:

1. Chapter Fifteen: The Civil War,
2. Videos: Civil War

(a) <https://www.youtube.com/watch?v=rY9zHNOjGrs&index=20&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s> (12:01)

(b) https://www.youtube.com/watch?v=GzTrKccmj_I&index=22&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s (10:54)

3. Primary sources:

(a) Alexander H. Stephens, *Cornerstone Address* (March 21, 1861): <https://sourcebooks.fordham.edu/mod/1861stephens.asp>

(b) Abraham Lincoln, *Emancipation Proclamation* (1862): <http://www.let.rug.nl/usa/presidents/abraham-lincoln/the-emancipation-proclamation-1863.php>

F 4/18: **Quiz 5 due by 5:00pm**

WEEK 16

M 4/22: Read for Discussion 4

W 4/24: **Discussion 4 MP due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)

Required Readings: See directions and questions on D2L

F 4/26: **Discussion 4 MP due by 5:00pm** (*Remember to also submit your MP to the Assignments Folder!*)

Required Readings: See directions and questions on D2L

WEEK 17

M 4/29: Study for Final Exam

W 5/1: Study for Final Exam

Thursday 5/2: Final Exam (2:45pm-4:45pm in TBA)

Study Partner

NAME: _____

E-MAIL: _____

PHONE (optional): _____