Course Instructor
Dr. Keith Pacholl, Professor of History
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NOTICE: Please use the internal eCore course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only. Emails will be returned within 24 hours during the week and 48 hours on weekends.

Online Office Hours
Online Office hours: Monday, 12:30 pm - 2:30 pm
(and by appointment)

**Online office hours will take place in the “Online Office Hours” room. Just click on the link for “Online Office Hours” located in the Content section of the course (in the folder entitled “Syllabus, Textbook, and Online Office Hours”) and you will enter a room where we can engage in live chat.

Course Introduction and Description
History 2111 is the history of the United States from the Age of Discovery through the Civil War. The course focuses on the geographical, intellectual, political, economic and cultural development of the American people and places U.S. events in the context of world politics. Hopefully, you will find the ideas and concepts presented in the course relevant to you and your experiences in the twenty-first century.

This course is an online course. You are not required to attend class face to face. However, your final exam will be given in a proctored environment. This means you will need to appear in person at a designated location to take the final exam. Additional details are provided later in the syllabus.

Course Objectives:
After completing the eCore History 2111 course, you will be able to:

1. Identify and evaluate the major controversies, issues, personalities, problems and trends in U.S. history up to 1865.

2. Evaluate trends and issues in intellectual and cultural history and be able to relate them to topics in U.S. History.

3. Determine the relationship between local and national issues and events.
4. Place issues and events of U.S. History in a global context.

5. Analyze the trials and contributions of the many cultures that make up American society.

6. Recognize the role of diversity in American society.

7. Exhibit comprehension of the historical process of continuity and change.

8. Appraise how and why the historical interpretations of the controversies, issues, personalities, and problems have changed over time.

9. Analyze the extent to which historical and contemporary American society has embraced the ideals of the Colonial, Revolutionary, and Constitutional periods.

10. Describe the ways geography has impacted historical processes.

11. Read and interpret maps.

12. Develop skills in critical thinking, collaboration, and organization.

13. Undertake research using a variety of materials.


15. Analyze, synthesize, and interpret primary and secondary sources and clearly communicate results using a variety of media.

16. Formulate a convincing historical argument using primary and secondary sources.

**REQUIRED Textbooks (They must be read to pass this course!!)**
This course utilizes material from two open source textbooks. These books are included in the course and are free of charge. You can view them online or download them for offline reading. The assigned chapters for each unit are linked directly in each unit. If you prefer, you can access the full version of each book from the links below or the course syllabus.

**Because two separate books are used, it is recommended that you access the assigned chapters via the links included in each unit. This will ensure that you read the correct chapter**

- *OpenStax U.S. History*
- *History in the Making*
Assignments and Grading

Assignments must be completed by the deadlines stated on the syllabus and course calendar

Discussion Assignments:
Discussion assignments are community discussions about specific topics. There are 5 discussions assigned for this course (Units 1, 2, 4, 5, 6). Discussions will include individual postings and responses to other student/instructor postings relating to specific questions. Postings and responses should relate directly to the topic. The quality of your participation will be judged according to your ability to follow the directions for each assignment as well as your comprehensive treatment of the topic. If you only contribute a few sentences that reflect a lack effort or insight, you can expect a low discussion grade. Discussions are typed or uploaded directly in the “Discussions” section of the course. Additional details will be provided for each assignment.

There is also a mandatory “Introductions” discussion that everyone must complete to be enrolled in the course – this must be completed by 11:59pm (EST) on Saturday, January 14. Students who fail to complete the Introduction assignment will be dropped from the course.

Essays:
Essays are normally longer writing assignments on a specific topic. There are two essays assigned in this course (Units 3 & 6). The quality of each essay will be judged according to your ability to follow the directions as well as your comprehensive treatment of the topic. If you only contribute a few sentences that reflect a lack effort or insight, you can expect a low essay grade. Essays are submitted as a Word document in the “Assignments” section of the course. Additional instructions are found later in this syllabus.

Quizzes:
Each unit includes a quiz covering the assigned content and reading material. All quizzes will be taken online. Failure to complete a quiz during the allowed time period will result in a grade of zero for that quiz. There is also a “Mandatory Attendance Quiz” that everyone must take to be enrolled in the course – this must be completed by 11:59pm (EST) on Saturday, January 14. Students who fail to take the Mandatory Attendance Quiz will be dropped from the course.

Midterm Exam:
A midterm exam will cover the materials in Units 1-3. The midterm exam will be taken online (it will NOT be proctored) between February 22-27. The midterm must be taken between these dates.

Final Exam:
A final exam will cover the material in Units 4-6. The final exam MUST be taken in a proctored environment. This means you will need to appear in person at a designated location to take the test. You must sign up for the proctored exam by April 8, and you will take the final exam between April 22-27. Additional details regarding the proctored exam (including how to sign up for a proctored exam) are found below in this syllabus.
Overview of Grades
25% - Discussions (5 discussions worth 25 points each)
25% - Quizzes (6 quizzes worth 20 points each)
20% - Essays (2 essays worth 50 points each)
15% - Midterm (1 midterm exam worth 100 points)
15% - Final (1 final exam worth 100 points)

Standards for Evaluation:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate effort and proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. **THERE IS NO EXTRA CREDIT OFFERED IN THIS COURSE!**

The standards for the respective grades are as follows:

A:
To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B:
To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C:
For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D:
A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F:
A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grade Turnaround:
All assignments and assessments will normally be graded within a week after the assigned deadline. If grading takes longer than one week, I will let you know why.

Attendance, Expectations, and Late Policy

ATTENDANCE VERIFICATION: In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Class Introduction discussion activity before the participation deadline (no later than 12:00pm on Friday, August 19). Please note that failure to complete these activities may result in you being removed from the course. Regular attendance throughout the course is required, and it is expected that you will sign into the course (which is tracked) every day or two.

Participation is an important part of the course and is required by all students. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the “Guidelines for Good Electronic Communication (Netiquette)” provided in the Student Guide to eCore. The Student Guide to eCore is located under” Course Resources” as well as here: http://ecore.usg.edu/student_guide.pdf

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines – late work is normally not accepted without a valid reason. If you have a problem, let your instructor know within 24 hours of the due date. The student who repeatedly turns in late work will be subject to penalties and/or zero credit for late assignments.

Course Credit Compliance:
This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):
<table>
<thead>
<tr>
<th><strong>Instruction Time</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Postings</td>
<td>700 minutes</td>
</tr>
<tr>
<td>Virtual meetings/chat or audio &amp; video</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Course Content Facilitation</td>
<td>700 minutes</td>
</tr>
<tr>
<td>Essay assignments/assessments/research</td>
<td>300 minutes</td>
</tr>
<tr>
<td>Proctored Exam</td>
<td>150 minutes</td>
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It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**eCore Guidelines & Requirements**

This course is an online course using GoVIEW and your computer as the delivery medium. You are not required to attend class face to face.

**Time Commitment:**

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log on daily to check for messages from your instructor and from other students.
- Check the syllabus calendar for assignment due dates. Check then “News” section on the home page and the “From Your Instructor” discussion page for announcements from your instructor.
- Study and read all assigned readings and online materials for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.
Communicating Online:
In an online environment, communication patterns are different from what you are used to in a face to face classroom. You cannot see the other students you are sharing ideas with and responding to. Instructors cannot see your facial expressions or body language to determine whether or not you understand. Because of this, it becomes more important for you to become an active contributor to the learning process. In order to be successful in an online course you must become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it.

Smarthinking Online Tutoring:
Smarthinking is an online tutoring resource for eCore students. Smarthinking provides tutoring for eCore students in mathematics (basic math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing in any subject. For login instructions, please refer to the Smarthinking page under Course Resources.

Accessibility Services
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me prior to attempting any activities or assessments in this course.

Also, students with disabilities or who require special testing accommodations should contact the Testing Coordinator before scheduling an exam appointment. In order to receive special accommodations, students must provide documentation from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders.

Testing Coordinator: etesting@westga.edu / 678-839-5300

***Please consult the following links for more details regarding accessibility for this course, including contact information for those with accessibility needs:
https://ecore.usg.edu/current-students/accessibility-services
http://www.section508.gov/
http://www.w3.org/TR/WCAG/
http://webaim.org/

Proctored Exams
A proctored experience is required for successful completion of an eCore course. For this course, only the Final Exam will be proctored.
Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor fee.

To register for your proctored exam, navigate to the Course Home and scroll down to the Proctored Exam Setup widget (click on the SmarterProctoring link).

PROCTORED EXAM PERMITTED RESOURCES: Please note that you are allowed to bring in any notes that you have prepared for the final exam. This includes any handwritten or typed notes (printed out on paper because you can’t use a laptop or electronic devices) that you have taken. You may NOT use any xeroxed or copied pages of course materials, readings, or bring in any books or additional materials.

**Failure to take at least one proctored examination will result in failure of the course, regardless of the average of other grades.**

Technical Requirements and Assistance

Having a correctly configured computer will help ensure your success in eCore. Check the information at [http://ecore.usg.edu/prospective/techreqs.php](http://ecore.usg.edu/prospective/techreqs.php) to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Access to Microsoft Word is recommended for completion of assignments in this course. If you do not have Microsoft Office, you can utilize any free software that will allow you to save files in Office formats. [Open Office](http://www.openoffice.org) and [Google Docs](https://docs.google.com) are two examples of free software that you can use.

For technical assistance, you can call the eCore Helpline at 678-839-5300 or contact the 24/hour helpline at [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/) (scroll down to the Student Support area).

Inside eCore (Blogspot, Facebook, Polling, etc.):
Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: [http://planetecampus.blogspot.com/](http://planetecampus.blogspot.com/).

If you discover a typo, broken image, or other error in your eCore course, use the eCore Student Change Request Form to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours. Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](http://www.usg.edu/) page on the eCore website.
**Discussion Guidelines**

You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. In addition to the ongoing discussions, you will occasionally complete special discussion assignments which are designed to accomplish specific learning goals.

It is expected that you will demonstrate positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

**Exemplary:**
- Actively participates in discussion
- Responds to issues raised by instructor and other students and often initiates discussion
- Poses new ideas and information relevant to the discussion
- Consistently shows awareness and respect for divergent points of view
- Keeps to the point
- Presents ideas that are well developed and supported by historical evidence
- Consistently displays careful, critical analysis of the assigned readings
- Demonstrates clear evidence of critical thinking

**Accomplished:**
- Actively participates in discussion
- Responds to issues raised by instructor and other students
- Poses new ideas and information relevant to the discussion
- Consistently shows awareness and respect for divergent points of view
- Usually keeps to the point
- Ideas are well developed
- Consistently provides evidence to support ideas from assigned readings
- Demonstrates evidence of critical thinking

**Adequate:**
- Actively participates in discussion
- Responds to issues raised by instructor and other students
- Sometimes poses new ideas and information relevant to the discussion
- Often shows awareness and respect for other points of view
- May get off track
- Demonstrates developing ideas
- Provides evidence to support ideas from assigned readings
- Demonstrates some critical thinking

**Needs More Work:**
- Inconsistent participation
- Answers only questions posed by instructor
- Does not introduce new ideas or information relevant to the discussion
- May show lack of awareness for other points of view
- May get off track
- Demonstrates developing ideas
- Shows no clear evidence of having completed the readings
- Demonstrates some critical thinking, but needs more work

**Netiquette Guide:**
1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. **Cite all quotes, references, and sources.**
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.

**Guidelines for Essays**
In this course you will write two essays on specific topics. In writing your essays, you must follow these instructions:

1. **Each essay should meet the minimum writing length as stated in each assignment.** Be sure your answer is double-spaced using a maximum of 12-point type. Please use a simple, clean font such as Times New Roman. Use normal margins on all sides. Essays less than the minimum length will lose points. **Minimum essays (at 2 pages) are normally C answers, so you should plan on going beyond the minimum requirements to achieve a higher grade.**

2. **Essays are to be written following the rules of correct grammar and spelling**, both of which will be taken into consideration in the evaluation of the essay. Be sure to proofread your essays as grammar and spell checks typically do not catch words used in incorrect contexts.

3. **Essays must be original and analytical and must be careful to include well-thought-out responses to the questions posed in the assignment.** An essay should not be a string of quotes with limited analysis; rather, **most of the essay should be in your own words** with a few quotes to illustrate your points.

4. **You must provide specific examples from the secondary and/or primary sources to support your main points.** When using quotes from the readings, you must cite these sources following the MLA style, the University of Chicago Press's *Chicago Manual of Style* or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources *Guide to the MLA Style* or *Turabian and Chicago Styles Citations*. You can choose your preferred method for citations, but **you need to make sure you provide some sort of citation for your quotations.** A sample citation: (Pacholl, 10 – author / page number).
5. If you use direct quotations, you must not only cite your source, but must also use quotation marks. Example: Columbus explains that the weapons of the natives he encountered in the islands of the Caribbean were unsophisticated, and that their javelin, a much-used weapon, was "no more than sticks" joined together.

6. You may ONLY use the assigned readings for your essay. DO NOT USE ANY OUTSIDE MATERIALS in your essay. If you use outside materials (including but not limited to websites and other online materials), you will receive a ZERO for the assignment.

**Academic Honesty**
For this section, we are providing detailed Academic Honesty Policy information.

**Academic Honesty**

(*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*)

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

**Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
● Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

● Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/static/index.html. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

● Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

● Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.
● Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage).

● Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

● Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at http://ecore.usg.edu/student_guide.pdf for further details on the eCore Academic Honesty Policy.

***ANY FORM OF ACADEMIC DISHONESTY (INCLUDING PLAGIARISM AND CHEATING) WILL RESULT IN NO CREDIT FOR THE ASSIGNMENT, AS WELL AS POSSIBLE ADDITIONAL ACTION, INCLUDING A FAILING COURSE GRADE.***
Schedule for Course Units

Introduction Unit (January 9-14)

Unit Objectives
Upon completion of this module, you will be able to:
- Gain an understanding of what is expected for successful completion of this course
- Become familiar with the course design and structure
- Become familiar with the course syllabus
- Become acquainted with your instructor and other students in the course

Topics
In this Introduction module, we will take some time to become acquainted with each other and learn about the expectations for the course. You will read through the course syllabus and become familiar with the structure and expectations for the course. If you are new to the GoView software, you should take time to scroll around the course to learn its features. **You must complete the Mandatory Attendance Quiz and Introduction by the deadlines indicated to remain enrolled in the course.**

Readings
- Course Syllabus (yes, you must read the syllabus from beginning to end!)

Assignments
- Mandatory Attendance Quiz (MUST BE completed by 11:59pm on January 14 to remain enrolled in the course)
- Discussion: Class Introductions (MUST BE completed by 11:59pm on January 14 to remain enrolled in the course)

Unit 1 (January 11-24) – 2 weeks to complete this unit

Collision of Cultures

Unit Objectives
Upon completion of this Unit, you will be able to:
- Compare the cultural, political and economic achievements of European, Native American, and African societies.
- Evaluate the development of early globalization through exploration and trade.
- Analyze the influence of religion and technology in cultural interactions of the 15th and 16th centuries.
- Discuss the impact of European exploration and the Columbian Exchange on Europe, the Americas, and Africa.
Readings
- Textbook:
  - *OpenStax U.S. History*
    - Chapters 1-2
- Documents:
  *Reading Primary Sources*

Assignments
- Quiz Unit 1 (graded – due January 17)
- Discussion Unit 1 (graded – due January 24)

*Unit 2 (January 25 – February 7) – 2 weeks to complete this unit*

The English Colonies

Unit Objectives
Upon completion of this lesson, you will be able to:
- Explain the motivations of the English Crown in sponsoring voyages of exploration and colonization in the Atlantic and compare those to the motives of other colonizing nations.
- Compare the social, religious, and political structures of the thirteen “original” colonies and analyze how Georgia differed from the colonies established in the seventeenth century.
- Assess the relationships between English colonists and Native Americans during the colonial period.
- Describe and analyze the relationship between England and its colonies, and the impact of England’s colonial policies from the mid-seventeenth century.
- Describe and analyze the development of the political, religious, and social structures of the British colonies in the eighteenth century.

Readings
- Textbook:
  - *OpenStax U.S. History*
    - Chapters 3 & 4
- Documents
  - *The First Great Awakening*
  - *Jonathan Edwards on the Great Awakening*
  - *Charles Chauncy against Revivalism*

Assignments
- Quiz Unit 2 (graded – due January 31)
- Discussion Unit 2 (graded – due February 7)
Unit 3 (February 8-21) – 2 weeks to complete this unit

The American Revolution

Lesson Objectives
Upon completion of this lesson, you will be able to:
- Explain the impact of the French and Indian War on British policies toward the American colonies
- Identify key acts passed by the British Parliament and colonial responses to those acts
- Analyze the ideological differences between the British colonists over the issues of taxation and representation
- Determine the factors that contributed to the Revolutionary War and American independence
- Identify key battles and campaigns of the Revolutionary War
- Explain the impact of the war on loyalists, slaves, Native Americans, and women

Readings
- Textbook:
  - OpenStax U.S. History
    - Chapters 5-6
- Documents
  - Resolutions of the Stamp Act Congress
  - The Rights of the Colonists
  - The Declaratory Act, March 18, 1766
  - Soame Jenyns and Samuel Johnson

Assignments
- Quiz Unit 3 (graded – due February 14)
- Essay Unit 3 (graded – due February 21)

Midterm Exam (February 22-27)
The midterm exam must be taken during these dates. It is NOT a proctored exam and will be taken online like the quizzes. A study guide will be distributed one week prior to the midterm exam.
Unit 4 (February 28 – March 15) – 2 weeks to complete this unit

The New Nation

Lesson Objectives
Upon completion of this lesson, you will be able to:
- Identify the factors contributing to the demand for a new constitution
- Examine the debates and compromises encompassing the creation and ratification of the United States Constitution
- Identify the key political, economic, social, and diplomatic developments of the 1790s
- Compare and contrast the positions of the Federalist and Republican parties
- Discuss the role of democracy and race in Jeffersonian America
- Explain the causes and impact of the War of 1812

Readings
- Textbook:
  - OpenStax
    - Chapter 7
  - History in the Making
    - Chapters 10 & 11
- Documents:
  - Alien and Sedition Acts
  - Kentucky Resolutions

Assignments
- Quiz Unit 4 (graded – due March 8)
- Discussion Unit 4 (graded – due March 15)

Unit 5 (March 16-29) – 2 weeks to complete this unit

The Expanding Nation

Lesson Objectives
Upon completion of this lesson, you will be able to:
- Define the "Era of Good Feelings" and identify the political, economic, and social issues and changes taking place.
- Discuss the key political developments during the Age of Jackson, including the collapse and change from the first to the second party system.
- Discuss Indian Removal and the Native American experience in the 1820s and 1830s.
- Identify and explain the reform movements of the antebellum era, including the debate over slavery.
• Analyze the main themes of Transcendentalism and Romanticism.
• Explain "Manifest Destiny" and how it impacted the United States.

**Readings**
- Textbook:
  - *History in the Making*
    - Chapter 12-14
- Documents:
  - *Memorial of the Cherokee Nation (1830)*
  - *Cherokee Address to the American People (1830)*
  - *Andrew Jackson, “Second Annual Message to Congress” (1830)*
  - *Andrew Jackson, “Seventh Annual Message to Congress” (1835)*
  - *George Fitzhugh Advocates Slavery*
  - *Diseases and Peculiarities of the Negro Race*
  - *James Henry Hammond Advocates Slavery*
  - *David Walker's Appeal*
  - *Frederick Douglass, "What to the Slave is the Fourth of July?"*
  - *The American Antislavery Society: Declaration of Sentiments*

**Assignments**
- **Quiz Unit 5** (graded – due March 22)
- **Discussion Unit 5** (graded – due March 29)

*Unit 6 (March 30 – April 20) – 3 weeks to complete this unit*

A *House Divided*

**Lesson Objectives**
Upon completion of this lesson, you will be able to:
• Discuss the problems faced with each of these proposed solutions to the issue of slavery in the United States: Compromise of 1850, Kansas-Nebraska Act.
• Explain the major political developments of this period, especially the emergence of new political parties, the presidential contests, the Dred Scott case and John Brown.
• Describe the military strategies of the Union and Confederate armies and assess how military leaders implemented those strategies in the major engagements during the Civil War.
• Demonstrate the impact of the war on the Union, Confederate home front and the effect the Civil War had on the nation’s African American population.
Readings
- Textbook:
  - OpenStax U.S. History
    - Chapters 14-15
- Documents:
  - How Slavery Really Ended in America

Assignments
- Quiz Unit 6 (graded – due April 6)
- Essay Unit 6 (graded – due April 13)
- Discussion Unit 6 (graded – due April 20)

Final Exam (April 22-27)
The final exam is a PROCTORED EXAM and must be taken at an approved proctored test site. The deadline to sign up for the proctored final exam is April 8. A study guide will be passed out one week prior to the final exam. Please note that Friday, April 21, is designated as a study day to prepare for the final exam.