HIST 2111: United States History to 1865
Spring 2021
Section E01 (CRN 11368)

COURSE INSTRUCTOR
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NOTICE: Please use the internal CourseDen email for general correspondence regarding the class. I provide my external UWG email address for matters outside of the class. I cannot accept assignments or discuss grades via external email, so please use it for conversations beyond the class.

OFFICE HOURS
Online Office Hours:
Monday: 1:00 – 5:00pm
Tuesday: 1:00 – 4:00pm
*Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.
**and by appointment
*If you can’t make my posted office hours, email me and we will find another time to meet. I am pretty flexible when it comes to accommodating your schedule!

COURSE OVERVIEW
Welcome to History 2111. This course explores the major themes and issues in American history from early settlement through the end of the American Civil War. This course is an online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings.

COURSE OUTCOMES
Specific learning outcomes for this course include:
1. Identify and explain the political, social, economic, or cultural dimensions of U.S. history
2. Students will be able to demonstrate the ability to understand the political, social, economic, or cultural dimensions of Georgia history.
3. Interpret primary and/or secondary sources
4. Develop critical thinking skills
ASSIGNED READINGS & MATERIALS
This course utilizes a textbook and documents that are free (yes, free!). But there is also one small book that you do need to purchase, so please get that soon since it will be due early in the semester. And yes, I do expect you to read everything!!

Textbook
OpenStax U.S. History, chapters 3-15 (free online textbook; chapters are available in CourseDen)

Assigned book:
Peter Wood, Strange New Land: Africans in Colonial America

Online sources
Each module will include materials that supplement the OpenStax textbook readings. These PDF and video files focus on specific topics and are used as the basis for each discussion assignment.

COURSE ASSESSMENT
Students’ mastery of course learning outcomes will be assessed using the following methods:

History Reflection Paper
You will write a history reflection paper to start off the class. Ok, let’s be honest. The moment you read “You will write a history reflection paper,” most of you probably groaned and said “I hate history, why do I want to reflect on it?!” That is precisely why I want you to write this paper. Most of you have probably been trained to think that history is the memorization of facts and that your job is to memorize those facts in order to pass objective tests. My hope is that by the time this class is over, you will see that history goes beyond memorizing facts; instead, history is about how those facts are interpreted and given meaning. Specific instructions will found in the History Reflection Paper folder located in the Assignments section of CourseDen. (satisfies course outcome 4)

Textbook Quizzes
There will be a quiz on the OpenStax textbook chapters assigned for each module (see the course calendar at the end of the syllabus). This means there will be 6 quizzes on the OpenStax textbook chapters. Most modules have two assigned textbook chapters, but Module 5 has three chapters (so plan accordingly). All quizzes will be taken online in CourseDen and must be completed by 11:59pm on the day it is due. Each quiz will have 25 objective questions (true/false, multiple choice) and you will have 50 minutes to complete each quiz. Don’t panic, there will be a study guide provided for each quiz. You can use the study guide when you take the quiz, so I strongly advise that you to complete the study guide PRIOR to taking each quiz (otherwise, you will run out of time trying to complete the quiz). The quizzes are not designed to trick you; rather, they are designed to reinforce your learning of the key points/themes of each chapter that we will discuss in class. Again, if you complete the study guide with effort, you should do well on these quizzes. (satisfies course outcome 1 & 2)
Journal Entries:
For Modules 1-6, you will post a journal entry to the Assignments section of CourseDen. The journal entry will discuss what you have learned from the textbook. Each journal entry will be a minimum of 3 paragraphs in length and will focus on specific questions relating to the textbook chapters and videos assigned for each module. You must answer the questions that are asked in the instructions. Each paragraph should be a minimum of 6-7 sentences (minimum) in length. For each paragraph, be sure to explain your question and/or topic by including specific details and examples from the assigned materials to support your answers (be comprehensive in your answer. You will upload your journal entry as a Word or PDF document in the Assignments section of CourseDen. Be sure to review the Journal Entry Rubric so that you can see how the assignment is graded, along with the Guidelines for Writing Assignments (see below in the syllabus) for writing expectations. The course calendar at the end of the syllabus will specify due dates for each journal entry. (satisfies course outcomes 1, 2, 3, 4)

Discussion Assignments
Each content module will have an online discussion assignment based on assigned readings (see the course schedule at the end of the syllabus for the list of the assigned documents and articles). Instructions will be given for each online assignment. You will find that you have the opportunity to be creative in how you complete each online discussion assignment. Once you upload your initial posting, you will then read all postings by your peers. It is important to read what everyone else says (much like a classroom discussion) because you will learn from your peers. You will then be asked to respond to at least one posting by another student for Modules 1-6 discussions (there is no mandatory response for the Interpreting the Past discussion found in the Introduction Module). Please be sure to follow the specific instructions for each assignment regarding your posting and response. If you have any questions at all, please feel free to ask. A rubric will be provided so you can see how the online discussion assignments will be graded, so be sure to review the Discussion Rubric for the criteria that you will be graded on for the discussion post, along with reading the section on “Guidelines for Writing Assignments” later in this syllabus. Please see the course calendar for specific due dates for each discussion assignment. (satisfies course outcomes 3 & 4)

Book Essay
You will write an essay on the assigned book for this course: Strange New Land (by Peter Wood). Your essay will be a minimum of 2 pages and will be uploaded as a Word or PDF document in the Assignments section of CourseDen. Specific instructions with questions will be provided for this assignment. In addition, be sure to read the section on “Guidelines for Writing Assignments” in this syllabus. (satisfies course outcomes 3 & 4)

Final Exam (Part 1): History Assessment Essay
As part of the general education of every UWG student, this course aims to teach students to understand the political, social, economic, or cultural dimensions of American history. The purpose of this assignment, in part, is to measure the extent to which students in all sections of this course have learned what we have been trying to teach. Specific instructions for this assessment essay will be provided later in the semester. (satisfies course outcome 1)

Final Exam (Part 2): History Reflection Essay
At the end of the semester you will once again reflect on what history means to you. Now that you have completed an entire semester of history, let’s see if your views have changed regarding the significance
and application of history in 2021. This, combined with the History Assessment Essay, will take the place of a tradition final exam. (satisfies course outcome 4)

**GRADING***

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points Breakdown</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>25%</td>
<td>(175 points: 7 total discussions / 25 points each)</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>25%</td>
<td>(150 points: 6 journal entries / 25 points each)</td>
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<tr>
<td>Textbook Quizzes</td>
<td>20%</td>
<td>(150 points: 6 total quizzes / 25 points each)</td>
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<tr>
<td>Book Essay</td>
<td>15%</td>
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<tr>
<td>History Reflection Paper</td>
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<tr>
<td>Final Exam Part 1 - History Assessment Essay</td>
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<td>Final Exam Part 2 - History Reflection Paper 2</td>
<td>5%</td>
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*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your journal entries added together will count 25% toward your overall course grade.

***There is NO EXTRA CREDIT accepted for this course***

**Grading Scale**

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

Grades are based on student performance. 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 advanced proficiency of 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. **AS A RULE, MEETING THE MINIMUM REQUIREMENTS FOR AN ASSIGNMENT IS THE BASIS OF A “C” GRADE. To receive an A or B grade, you must plan to go beyond the minimums stated for each assignment. The standards for the respective grades are as follows:**

**A = Exceptional**  
-precise and comprehensive understanding of the material  
thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course  
-work contains no factual inaccuracies  
-excellent writing, with little to no errors in spelling, punctuation, grammar, syntax, etc.  
-very focused and organized  
correctly identifies all key themes of the readings

**B = Commendable**  
clear understanding of the material  
-identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

C = Competent
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

D = Limited evidence of achievement
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

**Grading Turnaround**
All written assignments will normally be graded within one week after the deadline for each assignment. I will let you know if grading takes longer than a week.

**ACADEMIC HONESTY**
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in no credit for the assignment and the possibility of a failing course grade. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: Student Handbook***

**DISABILITIES ACT / ACCESSIBILITY FOR THE COURSE**
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 and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs: UWG Accessibility Services (phone: 678-839-6428). It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.
STUDENT RIGHTS AND RESPONSIBILITIES

Students, please carefully review the following information at this link: UWG Common Language for Course Syllabi

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.

TECHNICAL REQUIREMENTS AND ASSISTANCE

Having a correctly configured computer will help ensure your success in an online course. Be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor program (Word or PDF are the preferred programs) that will be used for written assignments. Some assignments will allow you the option to use other formats like PowerPoint and YouTube videos. If you use Apple software, you will need to convert all of your documents to a PDF or Word document.

ATTENDANCE, PARTICIPATION, AND LATE POLICY

Attendance and participation are required. Attendance will be evaluated by how often you sign into the course. You should plan on checking the course every day or two in order to keep up with assignments and see if there are any announcements. You will be expected to participate regularly in ongoing discussions of the lesson topics and interact with other students and your instructor. PLEASE NOTE: YOU MUST COMPLETE ALL PARTS OF THE MANDATORY INTRODUCTION FOR ATTENDANCE VERIFICATION. YOU WILL BE DROPPED FROM THE COURSE IF YOU DO NOT COMPLETE THE MANDATORY INTRODUCTION BY JANUARY 13.

I expect all assignments to be turned in by the stated deadlines for each module. In the online environment, there are times that you might encounter problems associated with power outages, networks being down, and ISP troubles; however, you should still be prepared to deliver your work by the stated deadlines (which you know in advance). If an emergency occurs, you must let me know within 24 hours of the deadline. Late assignments will NOT be accepted without a valid reason (that I determine) and if needed, submitted with proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.

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 up to six 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.
COMMUNICATING ONLINE

In an online environment, communication patterns are different from what you are used to in a face-to-face classroom. You do not physically see your classmates, and instructors cannot see your facial expressions or body language to determine whether or not you understand the material. 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. 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).”

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 emojis such to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.

GUIDELINES FOR WRITING ASSIGNMENTS

All writing assignments (journal entries, discussions, book essay, history reflection paper, final exam essay) should adhere to the following guidelines:

1. Writing assignments should meet the minimum writing length as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points. VERY IMPORTANT: Meeting the minimum requirements normally results in a C or low B grade, so expect to go beyond the minimum requirements if you want to score an A or higher B for each writing assignment. If you use Apple software, please convert to a PDF or Word document. All uploaded documents must be in Word or PDF format.
2. Writing assignments (AND emails) are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of each assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts. Don’t forget to capitalize all proper nouns (particularly if you are using a phone).
3. Writing assignments must be original AND analytical and should reflect effort. An assignment should not be a string of quotes or exact wording from a source with limited analysis; rather, most of the written assignment should be in your own words with a few quotes and exact wording to illustrate your points. Too many quotes and exact wording limits the effectiveness of your own analysis, so you should aim for 15% or less of quotes and exact wording from sources in your submissions (some papers are run through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis; I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.
4. You must provide specific examples from the assigned readings to support your main points. If you do use direct quotations, you must use quotation marks to indicate the exact wording from the source you
are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with the world.”)

5. **When using quotes from the readings, you must cite your sources** following the MLA style, the *Chicago Manual of Style*, or Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to Turabian and *Chicago Styles Citations* for assistance. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A simple citation will suffice for these assignments: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work.

6. **You may ONLY use the assigned readings for your assignments: DO NOT USE ANY OUTSIDE MATERIALS** in your assignment. If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned and not the material from another source. I want to read your interpretation of the assigned sources and not what someone else has to say. *When I grade your assignments, it is important that I assess you on what I assigned and not additional sources from the library or internet.*

**IMPORTANT NOTE**

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus and discuss it with you. Just so you know, revising the syllabus doesn’t mean giving you more work. Instead, it gives me flexibility make changes if I see something during the semester that needs to be addressed. Basically, any revisions will only help you (and not create more work).

**COURSE MODULES**

*Introduction (“Start Here”) Module (January 9-17)*

**OBJECTIVES**

Upon completion of this module, you will be able to:

- Recognize what is expected for successful completion of this course
- Recognize the course design and structure
- Introduce yourself to the instructor and other students in the course
- Reflect on your personal understanding of history
- Explain how historians understand primary and secondary sources
- Choose a historical image and explain its significance

**READINGS**

- Scroll through the CourseDen website for the class (familiarize yourself with the layout of the course)
- Course Syllabus (yes, you must read the syllabus from beginning to end)
- *Reading Primary Sources* document

**ASSIGNMENTS**

- Introductions (not graded, but required for attendance. **YOU WILL BE DROPPED FROM THE COURSE if you do not complete ALL PARTS of the introduction assignment** – due January 13)
- History Reflection Paper (graded – due January 15)
- Discussion: Interpreting the Past (graded – due January 17)
**Module 1 (January 18 – January 31)**

**OBJECTIVES**

Upon completion of this module, you will be able to:

- identify the characteristics of the Chesapeake and New England colonies
- analyze the relationship between Europeans and Native Americans
- discuss the rise of slavery in colonial America
- explain the impact of colonization in North America
- recognize the cultural and social developments of 18th-century America

**READINGS**

*OpenStax Textbook*

- Chapter 3: *Creating New Social Orders* (begin reading section 3.3)
- Chapter 4: *Rule Britannia!*

*Videos (for Journal Entry assignment)*

- *King Philip’s War*
- *Witchcraft in Salem*

*Documents (for the Discussion assignment)*

- *History of the Salem Witch Trials* (PDF)
- *What Caused the Salem Witch Trials?* (PDF)

**ASSIGNMENTS**

- Quiz 1 *(graded – due January 23)*
- Journal Entry 1 *(graded – due January 27)*
- Discussion 1: Salem *(graded – due January 31)*

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**Strange New Land Module (February 1-14)**

**OBJECTIVES**

Upon completion of this module, you will be able to:

- evaluate the experience of Africans in Colonial America
- write an essay that discusses the main themes of *Strange New Land*

**READINGS**

- *Strange New Land* (Peter Wood)

**ASSIGNMENTS**

- *Strange New Land* book essay *(graded – due February 14)*

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**Module 2 (February 15-28)**

**OBJECTIVES**

Upon completion of this module, you will be able to:

- identify the factors that contributed to the coming of the American Revolution
- evaluate the pros and cons of American independence
- identify the significant military campaigns and battles of the American Revolution
- analyze the impact of the Revolution on American society
READINGS

*OpenStax Textbook*
- Chapter 5: Imperial Reforms and Colonial Protests
- Chapter 6: America’s War for Independence

**Videos (for Journal Entry assignment)**
- *The Boston Massacre*
- *Ideas and the American Revolution*

**Documents (for the Discussion assignment)**
- *Common Sense* (PDF)
- *The True Interest of America Impartially Stated* (PDF)

**ASSIGNMENTS**
- Quiz 2 *(graded – due February 20)*
- Journal Entry 2 *(graded – due February 24)*
- Discussion 2: The Debate over Independence *(graded – due February 28)*

**Module 3 (March 1 – March 14)**

**OBJECTIVES**
Upon completion of this module, you will be able to:
- analyze the background, main features, and ratification of the United States Constitution
- identify the significant developments of American politics and foreign affairs in the 1790s
- explain the rise of political parties and its consequences
- discuss the War of 1812

**READINGS**

*OpenStax Textbook*
- Chapter 7: Creating Republican Governments
- Chapter 8: Growing Pains: The New Republic

**Videos (for Journal Entry assignment)**
- *Shays’ Rebellion*
- *Whiskey Rebellion*

**Documents (for the Discussion assignment)**
- *United States Constitution* (PDF)

**ASSIGNMENTS**
- Quiz 3 *(graded – due March 6)*
- Journal Entry 3 *(graded – due March 10)*
- Discussion 3: The Constitution *(graded – due March 14)*

*Spring Break (March 15-21)*
You get the week off! Well, kind of. Your homework is to have a history conversation with family, a friend, or a stranger during Spring break. I mean, who doesn’t like talking about history during their week off from class??

**Module 4 (March 22 – April 4)**

**OBJECTIVES:**
- Upon completion of this module, you will be able to:
  - identify the origins of the market revolution in America and its impact on society
  - discuss the political changes taking place during the “Age of Jackson”
  - analyze the factors surrounding Indian Removal

**READINGS**

*OpenStax Textbook*
- Chapter 9: *Industrial Transformation in the North*
- Chapter 10: *Jacksonian Democracy*

*Videos (for Journal Entry assignment)*

- *Indian Removal*
- *Slater’s Mill*

*Documents (for the Discussion assignment)*

- *Andrew Jackson’s Second Inaugural Address* (PDF)
- *Andrew Jackson’s Letter to the Cherokee Tribe* (PDF)
- *General John Wool Proclamation to the Cherokee* (PDF)
- *Address by the Cherokee Nation* (PDF)
- *Letter from Chief John Ross* (PDF)

**ASSIGNMENTS**

- Quiz 4 *(graded – due March 27)*
- Journal Entry 4 *(graded – due March 31)*
- Discussion 4: Cherokee Removal *(graded – due April 4)*

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**Module 5 (April 5-18)**

**OBJECTIVES**

Upon completion of this module, you will be able to:
- explore the religious and reform movements taking place during the first half of the 19th century
- analyze the rise of the abolitionist movement
- analyze the rise of the Women’s Rights movement
- identify the economic and social changes taking place in Southern society
- analyze the impact of slavery in the South
- describe America’s expansion west and the concept of “Manifest Destiny”
- discuss the Mexican-American War and its significance
**READINGS**

*OpenStax Textbook*
- Chapter 12: *Cotton is King: The Antebellum South*
- Chapter 13: *Antebellum Idealism and Reform Impulses*
- Chapter 11: *A Nation on the Move: Westward Expansion*

**Videos (for Journal Entry assignment)**
- Social Reform
- Abolition Movement

**Documents (for the Discussion assignment)**
- David Walker’s Appeal (PDF)
- *What to the Slave is the Fourth of July?* (PDF)
- *The American Anti-Slavery Society Declaration of Sentiments* (PDF)

**ASSIGNMENTS**
- Quiz 5 *(graded – due April 10)*
- Journal Entry 5 *(graded – due April 14)*
- Discussion 5: The Abolitionist Movement *(graded – due April 18)*

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**Module 6 (April 19 – May 2)**

**OBJECTIVES**
Upon completion of this module, you will be able to:
- identify the factors contributing to the growing national crisis during the 1850s
- explain why the American Civil War took place
- describe the military developments during the Civil War
- analyze the impact of the Civil War on Northern and Southern societies

**READINGS**

*OpenStax Textbook*
- Chapter 14: *Troubled Times: The Tumultuous 1850s*
- Chapter 15: *The Civil War*

**Videos (for Journal Entry assignment)**
- Assassination of President Lincoln
- Death of President Lincoln
- War’s Heavy Toll

**Documents (for the Discussion assignment)**
- *How Slavery Really Ended in America* (PDF)

**ASSIGNMENTS**
- Quiz 6 *(graded – due April 24)*
- Journal Entry 6 *(graded – due April 28)*
- Discussion 6: Slavery and the Civil War *(graded – due May 2)*
Final Exam (May 3-9)
You will complete the online final exam between the dates May 3 through May 9. There are two parts to the final exam: the History Assessment Essay and the History Reflection Essay. Both essays must be completed no later 11:59pm on Sunday, May 9. The instructions for each essay will be uploaded by April 26 to give you time to review the instructions and work on the essay.