

HIS 211-03: U.S. History to 1865 Fall 2020



Gibson, J. Cartographer, Engraver. *Colonial America*. [London: Gentleman's Magazine, 1763]
Map. <https://www.loc.gov/item/2015591097/>.

Instructor: Mrs. Carolyn Lindley (McClure)

Email: camclur@uncg.edu

Office/Office Hours: Google Hangouts, by appointment

Course Description:

This course surveys the social, cultural, and political history of the United States from the beginnings of European colonization of America to the end of the American Civil War. For decades, historians have focused on major political figures and other “great men” as the main agents of change in American history. This course instead focuses primarily on ordinary Americans and their efforts to shape both their own history and that of their nation.

History is much more than just memorizing facts. Students will practice thinking critically as historians by analyzing evidence and learning to ask questions that illuminate historical context. Students will learn to analyze different types of evidence—narratives, diaries, drawings, and photographs—and hone historical and critical thinking and reading skills applicable beyond the field of history.

Because of its broad historical sweep, the variety of topics covered in this course make no claim to be comprehensive. No single course can cover all of the important issues over two hundred and fifty years of American history.

Online Course Disclaimer

This course is entirely online and asynchronous. There will be no set meeting days or times; students are responsible for logging in regularly and completing their coursework on time. There will be a Canvas Page published at the beginning of each week that details what students should read, watch, and submit for that week. Lectures for each week will be recorded, uploaded to Canvas, and either linked to or embedded within that week's Canvas Page.

General Education Historical Perspectives (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

Course Specific Student Learning Outcomes (SLO):

1. Assess the political, social, economic, and environmental ramifications of European arrival, Native displacement, Western expansion, and slavery in the early United States.
2. Analyze, evaluate, and contextualize primary sources, in conjunction with secondary sources, to determine validity and reliability to the historical topic at hand and connect them to the larger themes in American history.
3. Analyze and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the United States from its founding through the Civil War.
4. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.

Course Instructor/Facilitator Expectations:

- The instructor will provide feedback on all assignments within 1 week of submission.
- The instructor monitors all discussion posts and provides feedback when appropriate.
- The instructor will answer all emails from students within 24-48 hours, Monday – Friday, 9:00am – 5:00pm. Emails sent over the weekend will be answered within 48 hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

Participant Expectations:

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.

- If you are unable to meet a deadline or experience a personal issue, please notify the instructor immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the instructor. If you have a general question about the specific topic that week, use the Q&A discussion forum on Canvas so that everyone can share their answers. Your question and the answer may benefit others in the course.

Required Text:

Throughout this course, you will use the free online “textbook,” *The American Yawp*, where you will find both your textbook readings and most of your primary source readings for a given week. All readings from this book are linked in the syllabus. This book is also available to purchase through the publisher, Stanford University Press, for \$25. All other reading and source material will be available on the Canvas site.

The American Yawp: A Massively Collaborative Open U.S. History Textbook. Volume 1. Redwood City, CA: Stanford University Press, 2019-2020 Updates.

Assignments:

Please note that all assignment due dates are labeled in the Course Schedule (beginning on page 6) and are **highlighted in blue.** Any of these assignments may be submitted before the due date.

Quizzes (GHP 1, 2; SLO 1, 2, 3, 4)

There will be regular quizzes based on content from both lectures and readings from the week in which the quiz is assigned. These short formative assessments help prepare you for the summative exams that will occur at the end of each module. Each quiz is worth 10 points and students will be allowed two attempts per quiz. The highest score will go toward the final grade. **When assigned, quizzes will be due on Friday afternoons at 12:00pm (noon).**

Skills Assignment Discussion Boards (GHP 1, 2; SLO 1, 2, 3, 4)

There will be ten (10) skills assignments throughout this course. For each assignment, students will practice a historical skill to answer important questions about the assigned primary source or sources. These assignments will vary from short answer assignments answered directly within a discussion board to filling out worksheets, uploading them as a Word document to a discussion board, and using them to answer a larger historical question. All assignments consist of two parts: (1) an initial post in which you either upload your Word document (if assigned) or answer the larger question and (2) a response to a classmate within your small group that uses evidence from the readings and/or lecture from that week to further support or challenge their post. Students will be broken up into smaller groups of 3-4, which will be randomly assigned by the instructor. These group assignments will change each week to give students the ability to work with several of their classmates. **To encourage discussion, students’ initial posts to the Discussion Board will be due on Wednesdays at 11:59pm and their response to at least one other**

classmate will be due on Fridays at 12:00pm. Initial posts should consist of at least 125 words; responses should consist of at least 75 words.

*NOTE: Students must maintain academic civility, use respectful language, and avoid rude remarks. Even more than in face-to-face debate, caution must be exercised in “virtual” debate or discussion to avoid insulting or offending others. Disrespectful and offensive language will not be tolerated. Please review the Netiquette Guidelines document located on the Canvas site.

Exams (GHP 2; SLO 1, 2, 3, 4)

There will be three exams in this course. The exams are each based on the module in which they are assigned—there are no cumulative exams. Each exam will be skills- and content-driven, based largely on lectures, discussions, readings, and videos. The three exams throughout the course will consist of similar types of questions and skills practice as the Skills Assignments.

The Module 1 Exam is due on September 25th, Module 2 is due on October 30th, and Module 3 is due on December 4th. All exams are due at 12:00pm (noon) on the due date. These due dates are also marked within the course schedule. The first exam will be a smaller points-value than the 2nd and 3rd exams.

Late Policy:

Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). Keep in mind that this applies to both parts of your Skills Assignment discussion board posts. For instance, if you submit your initial post 2 days late and your response 1 day late, 3 points will be deducted from that assignment, meaning that the highest you may earn is 12 out of 15 possible points (or, 80%). If you anticipate being unable to turn in an assignment on time, you will need to contact me via email or Canvas **before** the day the assignment is due.

Grading Breakdown:

I will be grading on a 500-point grading scale. See the grading breakdown below:

Introductory Discussion Board:	20 pts
Quizzes (8):	80 pts (10 pts each)
Skills Assignments (10):	150 pts (15 pts each)
Exams:	
Module 1 Exam:	50 pts
Module 2 Exam:	100 pts
Module 3 Exam:	100 pts

Final Grade Scale: A 465-500; A- 450-464; B+ 435-449; B 415-434; B- 400-414; C+ 385-399; C 365-384; C- 350-364; D+ 335-349; D 315-334; D- 300-314; F 0-299.

Academic Integrity:

All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student’s responsibility to know what constitutes academic integrity and to be familiar with

UNCG policies which can be found here: <https://osrr.uncg.edu/academic-integrity/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

UNCG Health, Wellness, and COVID-19 Information and Policies

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://www.youtube.com/watch?v=Mb58551qxEk&feature=youtu.be>

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time. A limited number of disposable masks will be available in classrooms for students who

have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Useful Resources:

UNCG provides a variety of useful services for students that focus on writing, speaking, and researching. Check them out!

History Department Website: <https://his.uncg.edu/>

Jackson Library Website: <https://library.uncg.edu/>

Writing Center Website: <https://writingcenter.uncg.edu/>

Speaking Center Website: <https://speakingcenter.uncg.edu>

***In the case of a personal or family emergency, contact the Dean of Students office and they will contact all your instructors: deanofstudents@uncg.edu; (336) 334-5514.**

Office of Accessibility Resources and Services (OARS):

Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

Syllabus Modifications:

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations. Be sure to **subscribe to Canvas Announcements**.

Course Schedule

Week 1: Introductions

08/18 – 08/21

Inquiry Question: Why should we study history?

Week 1 To-Do List

- **Watch:**
 - Introductory Video
 - Canvas and Syllabus Overview Videos
- **Read:**
 - Course Syllabus
 - Netiquette Guide for Online Courses (pdf available on Canvas)
- **Assignments:**
 - Introductory Discussion Board – *Please note that the instructions for this discussion board will be different from the other discussion board assignments throughout the course.*
 - First, introduce yourself by answering the questions posted in the discussion board **by Wednesday, August 19th at 11:59pm**
 - Then, respond to **two** classmates **by Friday, August 21st at 12:00pm (noon)**
 - Syllabus and Netiquette Quiz **due by Friday, August 21st at 12:00pm**

Module One: Colonial America

Week 2: America Before Amerigo and the Columbian Exchange

08/24 - 08/28

Important: 08/24 is the last day withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.

Inquiry Question: When did American history begin?

Week 2 To-Do List

- **Lecture:** Early America and First Contact, Recognizing the Differences Between Primary and Secondary Sources
- **Read:** *The American Yawp*, [Indigenous America](#) (or, “The New World” in print textbook)
 - **Primary Sources:** *The American Yawp*,
 - [An Aztec account of the Spanish attack](#)

- [Bartolome de Las Casas Describes the Exploitation of Indigenous Peoples, 1542](#)
- **Watch:**
 - [The Exchange Begins](#) (56 seconds)
 - [The Effects of the Columbian Exchange](#) (54 seconds)
- **Assignment:**
 - Week 2 Skills Assignment
 - Initial post **due by Wednesday, August 26th at 11:59pm**
 - Respond to one classmate **by Friday, August 28th at 12:00pm**
 - Week 2 Quiz **due by Friday, August 28th at 12:00pm**

Week 3: Colonization and Colliding Cultures

08/31 - 09/04

Inquiry Question: How did different European and Native cultures affect Native-European relations?

Week 3 To-Do List

- **Lecture:** Colonization and Cultures; Sourcing & Validity of Primary Sources
- **Read:** *The American Yawp*, [Colliding Cultures](#)
 - **Primary Sources:**
 - John Smith sources (pdf available on Canvas)
 - [John Lawson Encounters Native Americans, 1709](#)
 - [A Gaspesian Man Defends His Way of Life, 1641](#)
- **Watch:**
 - [The Pilgrims: European Plague in Native New England, 1616-1619](#) (4:09)
 - [John Smith](#) (4:44)
- **Assignments:**
 - Week 3 Skills Assignment
 - Initial post **due by Wednesday, September 2nd at 11:59pm**
 - Respond to one classmate **by Friday, September 4th at 12:00pm**
 - Week 3 Quiz **due by Friday, September 4th at 12:00pm**

Week 4: The People of Colonial America

09/07 - 09/11

***No class on 9/7 for Labor Day holiday. Classes dismissed; offices closed.**

Inquiry Question: Is there a common identity in Anglo-North America?

Week 4 To-Do List

- **Lecture:** Colonial American Societies and the Consumer Revolution
- **Read:** *The American Yawp*, *The American Yawp*, [Colonial Society, Parts I - IV](#)
 - **Primary Sources:** *Read all 3 and then pick one of these primary sources for completing the information literacy assignment.*
 - [Boston Trader Sarah Knight on her travels in Connecticut, 1704](#)
 - [Eliza Lucas Letters, 1740-1741](#)
 - [Samson Occum describes his conversion to ministry, 1768](#)
- **Watch:**
 - [English Ships \(1664\)](#) (3:54)
 - [St. Augustine, Florida](#) (3:44)
- **Assignment:**
 - Week 4 Skills Assignment
 - Initial post **due by Wednesday, September 9th at 11:59pm**
 - Respond to one classmate **by Friday, September 11th at 12:00pm**

Week 5: Slave Trading and Enslaved Peoples

09/14 – 09/18

Inquiry Question: How do we know about enslaved Africans' experiences and journeys to and within America? Pay attention to the continuities and preservation of traditional culture, language, music, or other beliefs among enslaved Africans while showing how they interacted with a changed world.

Week 5 To-Do List

- **Lecture:** The Black Atlantic, Evaluating Non-Print Sources
- **Read:**
 - **Primary Source:** [Oludah Equiano describes the Middle Passage, 1789](#)
- **Watch:**

- “Ghosts of Amistad: In the Footsteps of Rebels” (directed by Tony Buba, produced by Markus Rediker) (56 min.)
 - How to Access: search.alexanderstreet.com/view/work/2748533
 - If there are issues with the link, do the following: Go to the Jackson Library Website – Research Guides – History – Films – Music and Images – Streaming Films – Academic Video Online – Alexander Street – (then search for title)
- [The Life of Venture Smith](#) (2:46)
- [Creative Resistance](#) (1:10)
- **Assignments:**
 - Week 5 Skills Assignment
 - Initial post **due on Wednesday, September 16th at 11:59pm**
 - Respond to one classmate **by Friday, September 18th at 12:00pm**
 - Week 5 Quiz **due on Friday, September 18th at 12:00pm**

Week 6: Review of Module One

09/21 – 09/25

Week 6 To-Do List

- **Assignment:**
 - **Module 1 Exam due on September 25th at 12:00pm**

Module Two: Building America

Week 7: Awakenings, Enlightenment, and War

09/28 – 10/02

Inquiry Question: How did the Great Awakening and the French and Indian War impact American life?

Week 7 To-Do List

- **Lecture:** The Great Awakening and the French and Indian War; Close-Reading
- **Read:** *The American Yawp*, [Colonial Society, Parts V - VII](#)

Primary Sources:

- The Great Awakening
 - [Jonathan Edwards Revives Enfield, Connecticut, 1741](#)
 - [The Great Awakening Comes to Weathersfield, Connecticut](#)
- The French and Indian War
 - [Extracts from Gibson Clough's War Journal, 1759](#)
 - [Pontiac Calls for War, 1763](#)
 - [Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765](#)
- **Assignment:**
 - Week 7 Skills Assignment
 - Initial post **due by Wednesday, September 30th at 11:59pm**
 - Respond to one classmate **by Friday, October 2nd at 12:00pm**

Week 8: The American Revolution, 1736-1783

10/05 – 10/09

Inquiry Question: Why did some people oppose or favor the Revolution? How revolutionary was the outcome of the war?

Week 8 To-Do List

- **Lecture:** The American Revolution; Corroboration
- **Read:** *The American Yawp*, [The American Revolution](#)
 - **Primary Sources:**
 - [George R. T. Hewes, A Retrospect of the Boston Tea-party, 1834](#)
 - [Patrick Henry, "Give Me Liberty or Give Me Death" \(1775\)](#)
 - [Oneida Declaration of Neutrality, 1775](#)
 - Accounts by Thomas Preston (Loyalist) and Samuel Drowne (Patriot) (pdf available on Canvas)
- **Assignments:**
 - Week 8 Skills Assignment
 - Initial post **due on Wednesday, October 7th at 11:59pm**
 - Respond to one classmate **by Friday, October 9th at 12:00pm**
 - Week 8 Quiz **due on Friday, October 9th at 12:00pm**

Week 9: The Aftermath of the Revolution

10/12 – 10/16

Inquiry Question: What can the debates surrounding the Constitution tell us about early Americans' view of government?

Week 9 To-Do List

- **Lecture:** A New Nation and the Battle to Ratify the Constitution
- **Read:** *The American Yawp*, [A New Nation, Parts I – V; Parts VII - X](#)
 - **Primary Sources:**
 - [“Natural and Inalienable Right to Freedom”: Slaves’ Petition for Freedom to the Massachusetts Legislature, 1777](#)
 - [Abigail and John Adams Converse on Women’s Rights, 1776](#)
 - Melancton Smith and Alexander Hamilton (pdf available on Canvas)
- **Watch:**
 - [Washington’s Right-hand Man: Alexander Hamilton and America’s Independence](#) (4:41)
 - [The Federalist Papers](#) (1:25)
- **Assignments:**
 - Week 9 Skills Assignment
 - Initial post **due on Wednesday, October 14th at 11:59pm**
 - Respond to one classmate **by Friday, October 16th at 12:00pm**
 - Week 9 Quiz **due on Friday, October 16th at 12:00pm**

Week 10: Jefferson, Expansion, and War (Again)

10/19 – 10/23

Inquiry Question: Why did the War of 1812 occur?

Week 10 To-Do List

- **Lecture:** Jefferson as President and the War of 1812
- **Read:** *The American Yawp*, [The Early Republic, Parts I – III; Parts VI - VII](#)
 - **Primary Sources:**

- [Mary Smith Cranch comments on Politics, 1786-1787](#)
- [Congress Debates Going to War, 1811](#)
- [Tecumseh Calls for Native American Resistance, 1810](#)

- **Watch:**
 - [Having a Strong National Government](#) (6:04)

- **Assignment:**
 - Week 10 Quiz **due on Friday, October 23rd at 12:00pm**

Week 11: Review of Module 2

10/26 – 10/30

Week 11 To-Do List:

- **Assignment:**
 - **Module 2 Exam due on October 30th at 12:00pm**

Module 3: Democracy, Slavery, and the Civil War

Week 12: Revolutions, Removals, and Jackson

11/02 – 11/06

Inquiry Question: What features distinguish life and politics in the Age of Jackson from those in the Age of Jefferson and years prior?

Week 12 To-Do List

- **Lecture:** Economic Revolutions, Democracy, and Removal; Contextualization
- **Read:** *The American Yawp*, [Democracy in America](#)
 - **Primary sources:**
 - [Harriet H. Robinson Remembers a Mill Workers' Strike 1836](#)

- [Cherokee Petition Protesting Removal, 1836](#)
- [Black Philadelphians defend their voting rights, 1838](#)
- **Watch:**
 - [The Abolitionists: The Economics of Slavery](#) (1:46)
 - [Cotton Gin](#) (3:58)
 - [Evolution of Transportation](#) (5:31)
- **Assignments:**
 - Week 12 Skills Assignment
 - Initial post **due on Wednesday, November 4th at 11:59pm**
 - Respond to one classmate **by Friday, November 6th at 12:00pm**
 - Week 12 Quiz **due by Friday, November 6th at 12:00pm**

Week 13: The Antebellum Era

11/09 – 11/13

Inquiry Question: How does the war with Mexico impact social, cultural, and political issues in the U.S.? On what grounds do some support or oppose the acquisition of new territories from Mexico?

Week 13 To-Do List

- **Lecture:** The Cotton Revolution, Manifest Destiny, and Reforms
- **Read:**
 - Primary Sources: *Pick one of the following pairs (primary source & corresponding textbook chapter) to complete your Contextualization assignment. You do not need to read all of them.*
 - *The American Yawp*, [Nat Turner Explains the Southampton Rebellion, 1831](#) & *The American Yawp*, [The Cotton Revolution](#)
 - *The American Yawp*, [Maria Stewart bemoans the consequences of racism, 1832](#) & *The American Yawp*, [The Market Revolution](#)
 - *The American Yawp*, [Cherokee Petition Protesting Removal, 1836](#) & *The American Yawp*, [Manifest Destiny](#)
 - *The American Yawp*, [Dorthea Dix defends the Mentally Ill, 1843](#) & *The American Yawp*, [Religion & Reform](#)
- **Assignment:**
 - Week 13 Skills Assignment
 - Initial post due **by Wednesday, November 11th at 11:59pm**
 - Respond to one classmate **by Friday, November 13th at 12:00pm**

Week 14: Sectional Crisis and the Civil War

11/16 – 11/20

Inquiry Question: How and why does the South justify secession from the Union?

Week 14 To-Do List

- **Lecture:** The Civil War on the Battlefield and at Home
- **Read:** *The American Yawp*: [The Civil War](#)
 - Primary Sources: *The American Yawp*,
 - [Prigg v. Pennsylvania, 1842](#)
 - [1860 Republican Party Platform](#)
 - [South Carolina Declaration of Secession, 1860](#)
 - [Alexander Stephens on Slavery and the Confederate Constitution, 1861](#)
 - [William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922](#)
- **[Optional] Watch:** [Battlefield Medicine](#) (42:41)
 - **This documentary is optional, but very interesting.**
- **Assignments:**
 - Week 14 Skills Assignment
 - Initial post **due on Wednesday, November 18th at 11:59pm**
 - Respond to one classmate **by Friday, November 20th at 12:00pm**

Week 15: Review – What is History?

11/23

Week 15 To-Do List

- **Watch:** “The Language You Cry In” (directed and produced by Alvaro Toepke and Angel Serrano, 1998) (53 min)
 - How to Access: https://search-alexanderstreet-com.libproxy.uncg.edu/view/work/bibliographic_entity%7Cvideo_work%7C1859904
 - If the link does not work, go to the Jackson Library Website; Research Guides; History; Films; Music and Images; Streaming Films; Academic Video Online; Alexander Street; (then search for title)
- **EXTRA CREDIT – Optional** (worth 5 additional points to final grade)

- Week 15 Contextualization Reflection for “The Language You Cry In” **due on Tuesday, November 24th at 11:59pm**
 - Instructions will be posted on Canvas in Week 14

NO class 11/25-11/27 – Happy Thanksgiving!

Week 16: Exam Week/Review of Module 3

11/30 – 12/04

Week 16 To-Do List

- **Assignment:**

- **Module 3 Exam due by December 4th at 12:00pm**