SHIPMENTS OUT OF STOCK DUE TO HIGH DEMAND

Welcome to our store where we specialize in providing high-quality shipments for various destinations. Unfortunately, we have encountered a situation where our stock of shipments is running out due to an increased demand. We apologize for any inconvenience this may cause and assure you that we are working tirelessly to replenish our inventory as soon as possible.

Thank you for your understanding and support. We appreciate your patience during this period of transition.
As part of this course, consider the following themes:

- The social experiences of Americans and the extent to which they varied. Not all Americans had the same experiences: in fact, most had very different experiences. How were they different?
- The effect of race and ethnicity: how did race and racial attitudes shape American history? How did African Americans respond to enslavement? How did slavery shape society? How did the end of slavery affect American life?
- The changing economic system: We currently live in a society of great affluence, and the American economic system is the most powerful in the world. What were the origins of American economic supremacy?
- The changing political system: What conditions shaped the American constitutional system, as formed in the Constitution of 1787? How did the Constitution change? How did it respond to the great constitutional crisis of the Civil War?

Course Organization

The course is divided into 3 units and 7 lessons. Each lesson is approximately two weeks long. There are assignments at both the lesson and unit levels, and students MUST complete these according to the deadlines provided.

**Unit 1: Colonial America, 1588-1763 (January 10-February 6)**

Assignments for each lesson:
- Take chapter quiz (online, in blackboard site, on the last day of each lesson)
- Complete discussion board on primary documents: each student is required to complete at least 3 posts of at least 100 words.

**Lesson 1:** First Americans and Early Immigrants (January 19-23)
**Documents:** Native Americans (John Lawson, *A New Voyage to Carolina* (1709)).
**Text readings:** Foner, *Give Me Liberty*, chapters 1 & 2
**Quiz #1:** Sunday, January 23, 7am - 11pm (located under "Assignments")

**Lesson 2:** Colonization and Slavery (January 24-February 6)
**Documents:** The Ordeal of Anne Hutchinson (*Trial and Interrogation of Anne Hutchinson* (1637)).
**Text readings:** Foner, *Give Me Liberty*, chapters 3 & 4
**Quiz #2:** Sunday, February 6, 7am - 11pm

**TEST 1:** due by 9 pm, Tuesday, February 8 (covers Chapters 1-4; the essay questions will be available under "Announcements" by 9 pm on Sunday, February 6).

**Unit 2: Revolution and the New Nation, 1763-1815 (February 9-March 17)**

**Lesson 3:** Imperial Crisis and Revolution (February 9-22)
**Documents:** Currency Act; Sugar Act; Resolutions of the Stamp Act Congress.
**Text readings:** Foner, *Give Me Liberty*, chapters 5 & 6
**Quiz #3:** Tuesday, February 22, 7am-11pm

**Lesson 4:** Early Republic (February 23-March 17--includes spring break March 5-13)
**Documents:** The Federalist Papers, nos. 30, 46, 51.
**Text reading:** Foner, *Give Me Liberty*, chapters 7 & 8
**Quiz #4:** Thursday, March 17, 7am - 11pm

**TEST 2:** due by 9 pm, Saturday, March 19 (covers Chapters 5-8; the essay questions will be available under "Assignments" by 9 pm on Thursday, March 17).

**Unit 3: Growth, Change, and War, 1815-1865 (March 20-April 26)**

**Lesson 5:** Commerce and Democracy (March 20-31)
**Documents:** Andrew Jackson, annual messages to Congress, 1829-31; Indian Removal Act of 1830.
**Text reading:** Foner, *Give Me Liberty*, chapters 9 & 10
Quiz #5: Thursday, March 31, 7am - 11pm

Lesson 6: Antebellum America (April 1-26)
Documents: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. IV; Frederick Douglass, *Narrative*, ch. X.

Quiz #6: Tuesday, April 12, 7am - 11pm

Lesson 7: Sectionalism and Civil War (April 13-26)
Documents: Roger Taney, *Dred Scott decision*; selected editorial responses; selected documents from slaves during the Civil War, 1861-63.

Quiz #7: Tuesday, April 26, 7am - 11pm

TEST 3/FINAL EXAM: due by 9 pm, Friday, April 29 (covers Chapters 9-14; the essay test questions will be available by 9 pm on Tuesday, April 26).

Grading & Assignments

Grading Scale
Grading is on a 10-point scale, so 90-100 is in the A range; 80-89 is in the B range; and so on, with pluses and minuses at my discretion.

Grade Breakdown
2 tests: 30 percent (15 percent each)
Final exam: 25 percent
Textbook quizzes: 20 percent
Online discussion boards: 25 percent

Assignments
1. Online discussion: All students must participate on the class discussion board. NB: Students MUST complete online discussion assignments for each of the 8 lessons in the class. Comments must be posted no later than the deadline indicated on the discussion board.
The online discussion should be completed after reading the lesson documents and watching the video lectures. Students must post at least one answer to the questions that I have placed on the discussion board. You may post more than three times, but three is a required minimum. Ideally, postings should be interactive and should react to what others have said.
Students are graded according to the following measures:
   o quality of input,
   o ability to generate a reasoned response among your peers,
   o ability to integrate and synthesize what others in the class have contributed.
As stated above, I expect no fewer than three (3) posts per lesson of at least 100 words each. I will assign grades according to the quality of comments and the degree to which they seek to interact with and engage other students. Those students who do not post at all will receive a discussion grade of zero for that lesson; students who do not meet the minimum number of posts will receive a maximum grade of 50 percent.
Three or four students will serve as assigned online discussion leaders beginning with Lesson 2.
Discussion leaders are expected to post 3 discussion questions about the primary documents for your classmates. The discussion leaders’ posts should appear by 9 p.m. the night before the beginning of a new lesson; for example, by 9 p.m. on January 23 for Lesson 2. Throughout the remainder of the lesson, discussion leaders are responsible for monitoring the discussion, posting more questions (which can be based on any of the materials from that lesson) and responding to other students in order to keep the discussion lively and focused on the historical context.
2. **Quizzes:** All students are expected to complete textbook readings on time, according to deadlines established in the course calendar. Upon completion of the readings in each lesson, they will complete a brief, multiple-choice, closed-book quiz online, located under the "Assignments" link, on the final day of each lesson.

3. **Tests:** There will be three (3) tests, one at the end of each unit. These will be take-home, open book, essay tests. You are not to refer to any materials or people outside the assigned course materials (no Wikipedia, etc.).

**Consequences of Non-Participation in Class**
All students must complete assignments in a timely fashion; in the event that you fail to do so, I reserve the right to drop you from the course. I will do this if 2 consecutive lessons aren't completed by the deadlines, or if a total of 3 lesson deadlines are missed.

**FAQs**
I've included some frequently asked questions along with my answers to them in order to help clarify assignments and expectations for the course. Please read through these at the beginning of the course, along with the other course information, and then e-mail me to confirm that you have done so.