

US History Pre-European Colonization to 1865
HIST 121 – MSU Online
Spring 2022

Instructor: Ashley Simpson

Office Hours: Virtual by appointment - Monday, Wednesday, Friday 2:30-5:00 pm

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Required Materials:

**The American Revolution*- Gordon S. Wood

- ISBN: 0-8129-7041-1

* *Race and Reunion*- David Blight

- ISBN: 978-0674008199

***You have access to a free on-line textbook that you can utilize.**

<http://www.ushistory.org/us/index.asp>

- *A note about the online textbook... chapters from this resource will not be assigned as “required reading” each week as much of the information is included in my video lectures. However, if you want additional information on any of the topics we cover, or you need more clarification on anything I cover in my lectures, you can find the information, here.*

*Various articles will be assigned and provided as PDF copies on Blackboard

Academic Objectives: You should develop the following competencies and skills:

1. A basic factual knowledge of the people, issues, and events of the period.
 2. Enhanced general and historical research abilities.
 3. Enhanced ability to analyze historical data, reach informed conclusions, and present your ideas and conclusions in a clear concise way.
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Course Policies and Procedures: It is your responsibility to know these policies and procedures.

Office Hours- As this is an online course, my office hours will be virtual, Monday, Wednesday, and Friday 2:30-5:00 pm. During office hours I will be available for Zoom or phone meetings and am generally available by email every day. However, there will be instances I will be away over the weekends. In that case, I will respond to communications within 24 hours during the workweek. If I have something come up unexpectedly that will cause me to be unavailable for a period, I will notify the class via email.

******It is your responsibility to communicate with me*** as soon as possible to discuss any questions or concerns you have with your ability to participate in required course work. Please feel free to email me at ALSimpson@missouristate.edu so we can discuss possible arrangements for you. In the event of extenuating circumstances that cause you to miss an assignment or require an extension on coursework, please let me know ASAP. I AM HERE TO HELP YOU and I care about your success in this course. However, I cannot arrange extensions for you if you do not communicate with me. We can ALWAYS work something out in the case of family emergencies or extended illnesses. In the case that a student is absolutely unable to participate in the course for any reason, options for taking an incomplete or dropping the course can be discussed.

EMAILS- Please use **ONLY your MSU email** when sending email correspondence to me in this course. As I teach multiple courses each semester, it will help me assist you faster if you include the course name and section number in the subject line of your email. It is also helpful if you include your Bear Pass student ID number. Not including this information could delay my response to you. In addition, ***DO NOT SEND ME GOOGLE DOC ATTACHMENTS OR SHARE A GOOGLE DOC WITH ME.*** Because of the University firewall, in many cases Google docs are blocked and/or download with a completely different format than what is required in this class. I will delete all files attempted to be shared with me via Google docs or an online cloud. These messages have been known to cause virus' and are sometimes blocked by the university system.

*****PLAGERISM-** This course comes with SAFE ASSIGN that can detect plagiarism on the Warriors exam. ***YOU MUST CITE ALL MATERIAL, IN-TEXT AND IN A WORKS CITED PAGE FOR ALL ESSAYS and discussions.*** Failure to do so will result in a 0 as this is considered plagiarism. Additional instances will result in a formal charge of academic dishonesty. Per University policy, ***THERE ARE NO EXCEPTIONS TO THIS RULE.*** There will be a PP and a quiz over plagiarism and the proper ways to cite the first week of class. I strongly advise you to visit the Bear Claw and see a writing tutor if you are having troubles with citations. ***ITS NOT WORTH THE FIGHT, ALWAYS CITE!!***

- MSU- Bear Claw
- <https://bearclaw.missouristate.edu/>

LATE WORK- As a general rule, ***IDO NOT ACCEPT LATE WORK***. Absences will be considered justified and excusable only in cases of emergencies, serious illness or death in the immediate family. It is the student’s responsibility to provide documentation to justify an excused absence. All late work that does not fall under those parameters will receive a 0. However, there is a make-up exam week later in the semester in order to make-up ONE unexcused missed exam. See the make-up exam section below.

3 BEFORE ME SYSTEM- Please use the **3 BEFORE ME** system. If you have questions about assignments, course policies, or due dates. First, check this **syllabus**, then check the **course announcements**, and if you still can't find the answer, **post your question/concern to the class question discussion board**. Chances are, others in the course will have a similar question. Please monitor this discussion board regularly and respond to classmates as you can. I will do that same. **Please feel free to email me with personal questions and issues or if your question was not answered via these three avenues. THE USE OF THIS SYSTEM DOES NOT MEAN YOU CANNOT CONTACT ME VIA EMAIL.***** This system is simply to get you answers quickly, keep my inbox from overflowing with questions that can easily be answered by reviewing this syllabus, and prevents emails from getting lost in my spam folder.

COURSE WORK:

Assignment	Point Value
Citing Quiz	20
Syllabus Agreement	5
Discussion Posts (12)	300 (25 pts each)
Book Exam	100
Exam One	100
Exam Two	100
Exam Three	100
Popular History and the Civil War Survey	5
Final Essay	100
Final Exam	100
Total Possible	930

*****Visit the link below to review the University Grading and Credit Point System details. This course works on the Universities’ +/- scale:***

<https://www.missouristate.edu/registrar/catalog/grades.htm>

DISCUSSION POSTS- Discussion posts ARE REQUIRED as part of your grade. While constructing your responses, be sure to engage critically with the discussion prompts and respond to **TWO** of your peer's posts thoughtfully. Simply writing, "nice post" or "I agree" is not sufficient. You must add substance to the conversation and refer to **ONLY** course materials to support your original posts and replies. Original posts must consist of at least **350 words**. **Citations are required and do not count as part of the word count.** Most of the discussion prompts are listed on your course schedule below. You are required to use multiple sources **FROM THE COURSE** to construct your responses to the discussion questions. You need to be integrating multiple course materials in your responses. Please also review my rubric for discussion posts on your course content page. Every discussion will be graded by the provided rubric.

EXAM REVIEW DISCUSSION BOARDS- There will be a review discussion board for each exam. **This is an optional resource** but a very beneficial one if everyone participates. I will be active on these discussion boards to answer any questions and/or discuss anything we have covered in the class that will be on the exam per your study guide. While this is not required, it is worth your while to utilize this component of the course as it gives you ample opportunities to study online with your classmates and gives you an open line of communication with me to discuss anything you would like pertaining to course materials and exam content. **These discussion boards will NOT be available once the exam opens.**

BOOK EXAMS- There will be one book exam in this course over *Race and Reunion* by David Blight. These exams will be timed and consist of an essay prompt. **You will have 120 minutes** to complete the exam. You will need to read the books, take notes, and study your notes. You must reference your book while taking the exams, but be advised that if you attempt the exam without reading the book, you will not be able to complete the prompts as directed. As long as you have read and studied your notes, you will do fine on the exams. Additionally, you **MUST** cite your sources in text- Ex. (Blight, 200) throughout your essay exam. This ensures that you have read the book and have not taken information offline. I do check your citations as well to make sure the content you have used on your exam coincides with the pages you cite. **FAILURE TO CITE APPROPRIATLY WILL RESULT IN A 0. No exceptions.**

UNIT EXAMS- There will be three unit exams and one final exam in this course. These exams will include a m/c and short answer/write in section. **You may use your notes for this exam.** However, given the amount of questions and the essay component, you will still need to study in order to do well and finish the exam in the time allowed. **DO NOT** shrug these exams off because they are open note. Open note does not mean copying material from the online textbook or taking information word for word from lectures or PPs. Open note means using your notes taken during course lectures for a quick reference.

*******GOOGLE IS STRICTLY PROHIBITED DURING EXAMS**— and trust me, I will know as usually the same incorrect answers to the same variety of questions appear each semester. Use of outside sources are prohibited in this course. Use the materials I have provided for you- my exams are written by me directly from the materials I have provided you. **STUDY, don't try to cut corners.**

*****During the semester, there will be a designated MAKE-UP EXAM WEEK.**

▪ **Here are some guidelines:**

- YOU HAVE **ONE** FREE EXAM MAKEUP in this class with NO GRADE PENALTY. This includes unit and book exams. You may **NOT** make-up more than one exam and/or submit any other missing work during this time. This week is strictly for those who missed an exam.
- To make-up an exam, you **MUST** make an appointment via the sign-up genius link in your Make-Up Week content folder (also listed on the main content page on BB) **at least 1 week in advance.** I must manually create exceptions for each of you in BB so your exam will open during your selected time slot (via signup genius link). **If you do not sign up by the deadline- 5pm the Friday before make-up exam week- your exam will not be opened.**
 - It is best to schedule your exam directly after you miss it. Do not wait until the last minute and miss out. For example- if you signup on Sunday at say, 11 pm for a Monday morning 8 am slot, your exam will not be opened. Please be respectful of my time (as this is a rather time-consuming process), and schedule promptly.
- The exams will reopen at your scheduled time slot as you will specify on signup genius via the link in your make-up exam week content folder.

NOTE: *****The makeup exam week allows you some leeway things come up or you may get sick— whatever the case may be, on exam weeks. However, **there will be no more opportunities to make up a missing exam past this point**, unless otherwise arranged with me via email. Again, if you are missing more than one exam, only **ONE** can be made up as I do not accept late work. *******This is NOT an exam retake week or a week to make up any additional missed assignments.**

FINAL ESSAY- For your final essay, I am giving you the prompt early instead of the usual, I post two on your study guide and put one on the exam. Please watch the essay lecture video provided as I explain the prompt in-depth and my expectations for the essay. The essay will be worth **100pts**, which will make the **final exam worth 200pts.**

You will need to upload a Word file with your essay into final essay submission link by the due date. Please review the final essay rubric on your BB content page. I suggest that you be thinking about the prompt throughout the semester and take notes as we go. If you do, it will be much easier to write a good, comprehensive essay by the end of the semester. **AT MINIMUM, ESSAYS NEED TO BE 800 words-** which equates to about 4 ½. However, it is likely you will need to write more than 4 ½ pages to answer the prompt completely.

Here is the final essay prompt: There are several overarching themes we have discussed this semester such as, BUT NOT LIMITED TO, the evolution of American politics, violence and social upset, the rise and fall of slave society, the evolution of early women's rights/movements, and westward and industrial expansion.

For your essay, you will need to choose an overarching theme from the course and discuss it using examples and support from all the appropriate events we studied in this course.

For example, if you choose social uprisings, you will need to address the causes of the unrest, this includes laws, Supreme Court rulings, political violence, etc., and the outcomes of these events throughout the decades. What significance did they have? If you choose women's rights/agency, you could compare and contrast women's legal rights before and after the revolution, the continued movement for women's suffrage, and up to their work/increased authority outside of the domestic sphere, during the Civil War.

For the second part of the prompt, please explain some of the ways in which the theme you choose were met with resistance. For example, what were the reactions to the Seneca Falls Convention or of women running Civil War hospitals in the south? If you choose the evolution of American politics, what challenges did the Anti-Federalists face during the post-Revolutionary period? How did this period change/affect society at the time?

Remember, all events you choose to discuss will be connected to a larger theme/argument as you are writing. ***You are NOT writing a report on one specific event. Rather, you are weaving multiple events together using the theme you choose as the common thread.***

***** NOTE-** Please **DO NOT** write an essay strictly discussing the Civil War and slavery. This essay is covering events from the colonial period to 1865. If you choose to write about the rise and fall of slave society, that topic will cover the origins of slavery to its abolition. ***Please be mindful of the context of the time and refrain from linking these events directly to today's society.*** This essay is meant to evaluate how you use course materials provided to you and your understanding of the broad themes we covered this semester, not an expose on current events. **Therefore, you are to stay within the confines of this course's materials. DO NOT USE OUTSIDE SOURCES and be sure to CITE COURSE MATERIALS APPROPRIATELY.**

University Policies and Procedures: it is your responsibility to know these policies.

****COVID -19 :** Although this is an online course, any major interruptions on campus will be dealt with as we proceed through the semester. The University and History Department are committed to proceeding with student accommodations in mind.

Technology

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. The link below will provide you with the information you need to know. <https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/ArticleDet?ID=107376>

Title IX

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the Title IX office. If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a "Responsible Employee" under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to act to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to act. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Nondiscrimination Policy

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. For more information please visit the Office for Institutional Equity and Compliance office's website.

Disability Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC), located in the Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

*****Academic Dishonesty**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. A copy of the university policy, formally known as the "Student Academic Integrity Policies and Procedures" is also available at the Reserves Desk in Meyer Library. **Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.**

Emergency Response

At the first-class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, visit Safety and Transportation.

Dropping a Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about

dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Religious Accommodation

The University may provide a reasonable accommodation based on a person’s sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health & Stress Management

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the Missouri State University Counseling Center website to learn more about free and confidential services available to assist you.

Course Schedule



Course Schedule

All lectures, assignments, and readings in weekly folders under the Content tab on BB. Please don’t forget to reference and follow along in the textbook reading starting at chapter 35. The

textbook can be used to supplement course materials and can be cited in discussion posts **IN CONJUNCTION** with other course materials. **This syllabus is subject to change at any time.**

DATE	READINGS/SOURCES	VIDEO LECTURES	ASSIGNMENTS	DUE
1/18-1/23 First week of Class	<ul style="list-style-type: none"> *Citing your sources PP *Final Exam Essay Lecture (optional at this point but may be helpful to review now so you have an idea what to be looking for throughout the semester to build your essay, gradually) *Final Essay Rubric and prompt (posted in syllabus tab) *Paleo America and the Columbian Exchange 	<ul style="list-style-type: none"> *What is History? *Historical Empathy *Making Historical Arguments 	<p><u>Introduction discussion board One-</u> <i>What is your major? What year are you? Do you have an interest in history? Any hobbies? Ask your classmates one question to get to know them.</i></p> <ul style="list-style-type: none"> *Citing quiz on BB *Syllabus Agreement 	<p>Initial post – DUE Wed. 1/19</p> <p>Replies- DUE Sun. 1/23 by 11:59 pm</p> <p>Citing Quiz and Syllabus Agreement 1/23 by 11:59 PM</p>
Week 2- 1/23-1/30- Early Natives and English Settlements	<ul style="list-style-type: none"> *Pre-European Colonization Timeline with Resource Links- Be sure to VISIT ALL STOPPING POINT RESOURCES *“Why did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” *Interactive timeline of Jamestown *First months in Jamestown 	<ul style="list-style-type: none"> *Early English Settlements Part One and Two **A New World Part One 	<p>* <u>Discussion Board Two</u> Q: In reference to your required reading, “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” Jared Diamond-- How does Diamond explain the differences in innovations between continents? What are some of the</p>	<p>Initial Posts- DUE Wed. 26 by 11:59 PM</p> <p>Replies (x2)- DUE Sun. 1/30 by 11:59 PM</p>



			<p>factors that led Europe to be more technologically “advanced” than civilizations in North America? What do you think of these arguments? You may also reference your Paleo-America article for this week as well. After reading Dr. Addis' article, which theory of migration do you support and why? <i>CITE THE ARTICLE and COURSE MATERIALS ONLY. NO INTERNET SOURCES ALLOWED. See week one citing PPT for questions on how to properly cite. Failure to cite will result in a steep point deduction and/or a 0.</i></p>	
<p>Week 3-1/30-2/6: Early Settlements</p>	<p>*<i>Discourse in Planting</i> *Slave Ship timelapse *The Truth about Pirates podcast *Blackbeard’s Queen Anne’s Revenge Wreckage photos *John Smith and Pocahontas- the Real Story</p>	<p>*A New World Part Two *Establishing New World Colonies Parts One and two</p>	<p>*<u>Discussion Board Three</u> <i>In your reading, "A Discourse in Planting" what are some of the arguments Richard Hakluyt gives Queen Elizabeth in favor of the establishment of English colonies?</i></p>	<p>IP- DUE Wed. 2/2 Replies- DUE Sun. 2/6 by 11:59 pm</p>

	*Wood, Chapter one, <i>Origins</i> **		<p><i>What evidence/justifications does he give to support his suggestions? Be specific. CITE THE SOURCE and COURSE MATERIALS ONLY. NO INTERNET SOURCES ALLOWED. See week one citing PPT for questions on how to properly cite. Failure to cite will result in a steep point deduction and/or a 0.</i></p>	
Week 4-2/6-2/13- Colonial Rebellion	<p>*God, Government, and Roger Williams *The Devil's Tongue *Salam Witch Trails Documentary *Declaration in the Name of the People, July 1676 *On Bacon's Rebellion *Wood chapter two, <i>American Resistance</i>***</p>	*Colonial Rebellion and Unrest Part One and Two	<p>*<u>Discussion Board Four</u> Q: Discuss the events leading up to Bacon's Rebellion. Use the primary source, "Declaration in the name of the people, 1676" and course materials to support your answer. What were the outcomes of this rebellion? Do you stand with or against Bacon? CITE YOUR BOOK and COURSE MATERIALS ONLY. NO INTERNET SOURCES ALLOWED. See week one citing PPT for questions on how to properly</p>	<p>IP- DUE Wed. 2/9 Replies- DUE Sun. 2/13 by 11:59 pm *Exam One Study Guide and OPTIONAL Exam Discussion Board</p>

			<p>cite. Failure to cite will result in a steep point deduction and/or a 0.</p> <p>*Exam One Study Guide</p> <p>*Exam One Review Discussion Board (optional)</p>	
<p>Week 5-2/13-2/20 Revolutionary Buzz</p>	<p>*Stamp Act, 1765 *Tea Act, 1773 *Colonists Respond to Repeal of Stamp Act, 1766 *Riot Act and Great Alamance Creek Primary Sources *Intolerable Acts, Primary Sources *Journals of Continental Congress, 1775 *Wood, Chapter three, <i>Revolution</i></p>	<p>*Revolutionary Buzz Part One-Three</p>	<p>*Discussion Board Five- Read the Intolerable Acts of 1744, (this includes multiple documents in your week six folder) and argue the case for them from the British perspective. You must use evidence from several of the original acts, and be sure to cite them in-text. Some questions you could ask when examining these records are: What does this act do? What was the goal? Why did Britain feel it was necessary? What response was Britain expecting from the colonists v. what they got? Were the acts successful in what they set out to do? Why or why not?</p>	<p>Initial Posts- 2/16 @ 11:59 pm Replies (x2)- 2/20 @ 11:59 pm</p> <p>EXAM ONE- Week 1-4 material</p> <p>Opens Wed. 2/16 at 8:00 am closes Sun. 2/20 at 11:59 pm</p>

			***Remember, these acts were NOT about taxation without representation	
Week 6- 2/20-2/27 Revolution	*Animated Map/video of Battle *Interactive map of Rev. War battles *First map of US * Wood chapters four and five, <i>Making Constitutions and War and Republicanism</i> **	* Fight for Independence and Republicanism Part One and Two *Washington and Smallpox in Early America and short discussion	<u>Discussion Board Six:</u> Q: Write a journal entry from the perspective of both a British soldier and a similar post from the perspective of a Patriot in regard to why the Revolutionary War happened. What were the causes for each perspective? Why did the Patriots prevail? Be sure to write your post in the character of these two perspectives. Do not just list the main points. Be creative. Be specific and use specific examples from lectures, the textbook, primary sources, or other course materials. CITE YOUR MATERIALS ONLY. NO INTERNET SOURCES ALLOWED.	IP- DUE Wed. 2/23 Replies- DUE Sun. 2/27 by 11:59 pm
Week 7- 2/27-3/6 Expanding and Rebranding America	*Wood, Chapter Six and seven, <i>Republican Society and the Federal Constitution</i>	*Post-Revolutionary Economic and Social Reforms *Jeffersonian Era Part one	<u>Discussion Board Seven</u> Discuss the prison reforms made as the founding fathers began to build the	Initial Posts- 3/2 @ 11:59 pm Replies (x2)- 3/6 @ 11:59 pm

	<p>*Birth of the American Prison *On Equality of the Sexes, 1790</p>		<p>American government. How were these reforms unique? What did the reforms aim to do? What were the reforms and how were they revolutionary for the period? Was there anything that stood out to you in the article/lecture? Additionally, briefly discuss how women's rights changed or stayed the same in the immediate post-war period. Use my lectures and the article provided to create your response. CITE YOUR MATERIALS ONLY. NO INTERNET SOURCES ALLOWED.</p>	<p>* Exam Two Review Discussion Board (optional) *Exam Two Study Guide</p>
<p>Week 8-3/6-3/13 Industrialization and the First Bank War</p>	<p>*Lewis and Clark Documentary *Tecumseh and the Prophet at Tippecanoe *Erie Canal newspaper clippings, Primary Sources *Eerie Canal Project *Sarah Bagley, Lowell Mill *Lowell Mill girls Video</p>	<p>*Jeffersonian Era Part Two *Industrialization and the First Bank War Part one and two</p>	<p><u>Discussion Board Eight</u> <i>In the collection of newspaper articles for this week, there are several pros and cons discussed regarding the Erie canal. Examine these pros and cons. Also, refer to my video lectures for context and the pros and cons of the canal project. CITE YOUR MATERIALS</i></p>	<p>Initial Posts- 3/10 @ 11:59 pm Replies (x2)- 3/13 @ 11:59 pm Exam Two Week 5- 8 Opens 3/9 at 8 am Closes 3/13 at 11:59 pm</p>

			ONLY. NO INTERNET SOURCES ALLOWED.	
		SPRING BREAK 3/13-3/20 Be safe and have a great break!		
Week 10-3/20-3/27 Jacksonian Era	*Worcester v. Georgia, 1832 *Seminole Wars *Proclamation by Andrew Jackson Regarding the Nullification Crisis *Should the Nullifiers Succeed? PA, 1832 *Jackson and the Nullifiers, 1832 * "The Indian Problem" short video	*The Jacksonian Era	<u>Discussion Board Nine</u> <i>Discuss the Bank wars and the nullification crisis. What did it entail? Who was involved and what were the outcomes? Use several of the primary sources listed for this week's required readings in your responses.</i> CITE YOUR SOURCES. NO OUTSIDE SOURCES ALLOWED.	Initial Posts- 3/23 @ 11:59 pm Replies (x2)- 3/27 @ 11:59 pm
Week 11-3/27-4/3 MAKE UP EXAM WEEK Use this week to start/continue reading <i>Race and Reunion</i> , and catch up on any course	*Start reading <i>Race and Reunion</i> and work ahead this week. You may also think about starting on your final essay. Review the rubric and lecture for the final essay. *Annotated Immigration map	*Immigration, the Rise of Nativism, and the New American Society- TWO PARTS		All make-up exams MUST be taken and turned in during your scheduled exam time. There will be no more opportunities past this point to make-up a missing exam. *** *Exam three study guide and

<p>readings you overlooked or skipped over for this course.</p> <p>THIS IS ALSO THE TIME TO MAKEUP AN EXAM IF YOU ARE MISSING ONE.</p> <p>*****This is NOT an exam retake week or a week to make up missed assignments outside of ONE missed exam.</p>				<p>OPTIONAL discussion board</p>
<p>Week 12-4/3-4/10 – The Texas Revolution, the West, and the Slavery Question</p>	<p>*Smithsonian Mag. Maps Reveal How Slavery Spread throughout US</p> <p>* Roger B. Taney and the Slavery Issue</p> <p>*Freedom Law, 1824 (MO)</p> <p>*Continue reading <i>Race and Reunion</i></p>	<p>*Westward Expansion, Mexican Am. War, and the Slavery Question Part one and two</p>	<p><u>Discussion Board Ten</u></p> <p><i>Discuss the articles, “Roger Taney and the Slavery Issue”, “Dred Scott v Sandford,” and the MO Freedom Law of 1824. How did the Dred Scott case change life for African Americans and what did it mean for those who had already sued</i></p>	<p>IP-</p> <p>DUE Wed. 4/6</p> <p>Replies-</p> <p>DUE Sun 4/10 by 11:59 pm</p> <p>Exam Three Opens 4/6 at 8 am Closes 4/10 by 11:59 pm</p>

			<i>for and won their freedom, especially in Missouri? You may use my lectures but also MUST include information from the articles regarding Dred Scott. CITE COURSE MATERIALS ONLY. NO INTERNET SOURCES ALLOWED.</i>	
Week 13-4/10-4/17 Bleeding Kansas	* Interactive Timeline of Bleeding Kansas *Charles Robinson Arrested for Treason- Primary Source and short article (<i>Link provided as well as Word packet with Civil War readings</i>)	*Bleeding Kansas Parts one and two	No discussion this week. Catch up on reading and work ahead.	*Popular History and the Civil War short survey DUE 4/17 by 11:59pm
Week 14-4/17-4/24 War on the Horizon	*MO rejects succession *Continue reading <i>Race and Reunion</i>	* Slavery and War on the Horizon TWO PARTS *Dr. Beckenbaugh's Lecture on the Politics of the Civil War ***	No discussion this week. Catch up on reading and work ahead.	Be sure to watch Beckenbaugh's lecture as your discussion for next week will require you to discuss it.***
Week 15-4/24-5/1 Week 16- American Civil War in MO	* Primary sources- pictures of MO guerrillas including Frank and Jesse James *Shadow War *"Union Men and Their Sufferings in	*Civil War in MO- TWO PARTS	<u>Discussion Board Eleven</u> <i>Q: Discuss the differences between living in a border state during the war, versus living</i>	IP- DUE Wed. 4/20 Replies- DUE Sun 5/1 by 11:59 pm

	North-Western Missouri"		<p><i>in an area of the same affiliations. For example, discuss the difference between MO's war and the war for say FL or New England who were surrounded by their own side for most of the war. What were the special hardships that came with living in a border state? What hardships did politics in the border states case for Lincoln?(Refer to Dr. Beckenaugh's lecture from last week to answer this last question).</i></p> <p>CITE YOUR MATERIALS ONLY. NO INTERNET SOURCES ALLOWED.</p>	
Week 16- 5/1-5/8 American Civil War	<p>*Battlefield of Bandages, Ch. 2 and 4</p> <p>*Civil War Annotated Map</p> <p>*Gettysburg Interactive Map</p> <p>*Finish <i>Race and Reunion</i></p>	*American Civil War- THREE PARTS	<p><u>Discussion Board Twelve:</u></p> <p><i>Discuss some of the pre-war problems with military medical care. What were some of the solutions and how did women contribute to them? Why were women's contributions in the south particularly important/out of the</i></p>	<p>IP-</p> <p>DUE Wed. 5/4</p> <p>Replies-</p> <p>DUE Sun 5/8 by 11:59 pm</p> <p>Race and Reunion Book Exam DUE 5/8 @ 11:59 PM</p>

			<i>ordinary for women of the period?</i> CITE YOUR MATERIALS ONLY. NO INTERNET SOURCES ALLOWED.	
Week 17-5/8-5/15 Civil War in Memory	*The Border of Memory: The Divided Legacy of the Civil War	*Civil War in Memory		*Short blog on Popular History survey DUE 5/15 by 11:59 pm *Final Essay DUE 5/15 by 11:59 pm
5/15-5/19- Final Exam Period			* Final Exam Review Discussion Board (optional)	Final Opens 5/15 at 8:00 am Closes 5/18 at 11:59 pm