



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
VIRTUAL CAMPUS

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: HIST 2301.VC - United States History to 1877

Term: Summer 2017

Instructor: Dr. Autumn Lass

Office Phone Number and WBU Email Address: (806) 291-1186; lassa@wbu.edu

Office Hours, Building, and Location: Virtual Office Hours on Skype or by appointment.

Class Meeting Time and Location: Virtual Campus - Blackboard

Catalog Description: European background, exploration and discovery, colonization, the War of Independence, the Constitution, early national period, Jefferson and Jackson, expansion, and the era of sectionalism culminating in the Civil War and Reconstruction.

There is no prerequisite for this course

Required Textbook(s) and/or Required Material(s):

David Shi & George Tindall, *America: The Essential Learning Edition* (combined edition), Norton: 2015.

Optional Materials: Students will need to choose one of the following books to read. Students will need to sign up with the instructor. **See detailed schedule for sign up deadline.**

- Joseph Ellis, *The Quartet: Orchestrating the Second American Revolution. 1783-1789*, Penguin Randomhouse, 2015.
- Cornelia Hancock, *Letters of a Civil War Nurse: Cornelia Hancock, 1863-1865*, Bison Books, 1998.

Course Outcome Competencies: Upon completion of this course, students will be able to understand and describe:

- Causes, process, and results of the exploration and settlement of the American colonies
- Causes, course, and results of the American revolutionary period
- Political, social, and economic events of the early national period
- Political, social, and economic transformation during the Jacksonian era
- Causes, course, and results of slavery and the era of sectional conflict
- Events and significant persons in the lives of ethnic minority and female Americans

Attendance Requirements: Virtual Campus

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

- Instructor’s Academic Honesty Statement:
 - Any student caught cheating – whether it be cheating on an examination, plagiarism of a published or unpublished work, plagiarism of online materials, inappropriate contact or collaboration with a fellow student, or any other action that prevents the student’s ability to produce honest, original work – will receive a **ZERO** on that assignment and will not be allowed to redo or retake the assignment. Repeated incidents of cheating will lead to **FAILURE OF THE COURSE** and could lead to punishment from the university up to and including expulsion.
 - I **DO NOT TOLERATE** cheating or plagiarism.
- For more information see: http://www.wbu.edu/academics/online_programs/resources/refguide.htm

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

- Overall Requirements and Grade Allocation (1000 point scale):
 - Unit Assignments Assessment Quizzes – 150 points (15 @ 10 points each)
 - Primary Source Reflection Journal – 150 points total (10 Weekly Entries @ 15 points each)
 - #History/ Hashtag History – (150 points total)

- #History Assignments – 75 points (25 points each)
 - #History Discussion – 75 points (25 points each)
 - Monograph Reading Assignments – (150 points total)
 - Monograph Quiz – 100 points
 - Monograph Discussion – 50 points
 - Exams – (300 points total)
 - Exam 1 – 100 points
 - Exam 2 – 100 points
 - Exam 3 – 100 points
 - Cumulative Class Review – 100
 - PowerPoint Presentation – 70 points
 - Peer Critiques – 30 points
 - Bonus Opportunities
 - Syllabus/Course Policy Quiz – (10 points)
 - Introduction Discussion Board – (10 points)
 - Thinking Like a Historian Bonus – (80 points total)
 - 20 points per activity
- Grading (1000 point scale):
- | | | |
|----------------|---------------|-------------|
| ▪ 1000-900 = A | ▪ 799-700 = C | ▪ 599-0 = F |
| ▪ 899-800 = B | ▪ 699-600 = D | |
- Unit Requirements/Assignments: Units include textbook readings, online lectures, and assessment quizzes. Once a unit closes, access to the online lecture and assessment quizzes will also expire.
- Unit Assessment Quizzes:
 - Each unit will include various textbook reading assignments and online lectures. After completion of the reading assignment each student is required to complete a quiz based off the text reading and lectures. Quizzes will be multiple choice questions. Students will be allowed to complete the quiz **TWO** times and the **HIGHEST** score will count. Students will be given **10 MINUTES** to complete each attempt.
 - Students are therefore encouraged to complete the readings assignment and take the quizzes early so that they can improve their score by reviewing the materials.
 - For each exam grouping, the instructor will **DROP the lowest assessment quiz grade.**
 - Key Terms & Big Picture Questions:
 - Each Unit includes a list of key terms and big picture questions. These are the review sheets for each unit. The key terms provide students with a word bank of terms that could appear on the identification portion of their exams. The Big Picture Questions are the question bank for each exam.
 - Students should approach each idea with these questions in mind: **When is this term historically relevant? Who was involved? What is the term? Why is this term historically significant?**
 - Students should approach each big picture question as “main theme questions?” Solid answers to these big picture questions will go beyond the “simple answer” and use details/examples (mainly for the key terms) to support their answers to the Big Picture Questions.
 - Key Terms & Big Picture Questions will only be posted during that unit’s assigned day. It is the student’s responsibility to keep track of those terms and questions to review for each unit exam. They will serve as your review sheets for each exam.
 - Due Dates:
 - Each unit is assigned a specific date(s) on the detailed schedule included at the end of the syllabus. Each unit’s assignments are due by 11:59pm (CST) on the last day of the unit.

- Primary Source Reflection Journal: Each week students are required to pick one or two of the primary source suggestions from the weekly units and discuss the source and its historical relevance/connection to the week's units.
 - Each journal entry must provide a summary of the source, analyze the source within its historical context, and reflect on why that source was interesting to the student.
 - Entries must be a minimum of two complete (5 sentence) paragraphs.
 - Entries must provide the official title, author, and date of the primary source at the beginning of the journal entry.
- #History: For exam grouping, students will create and then share their historical meme and hashtag to get history trending.
 - Assignment
 - Using one of the approved databases (linked on Blackboard), students must choose an historical image, create a historical meme using that image, and write clever hashtag to get the image trending.
 - Students must include the official title and author of the image as well as the url link to the image.
 - Besides creating the historical meme, students are required to write a one to two paragraph explanation of the meme, why they believe their image and hashtag would help history trend on social media.
 - **All creations (memes and hashtags) must be appropriate and respectful.**
 - Discussion
 - Students must also share their meme, hashtag, and explanation in a discussion forum with their fellow students.
 - After sharing their #history meme, students are required to comment on two other students' creations.
 - Responses must be a minimum of three sentences long.
- Monograph Reading Assignments: Students are required to pick one of the books in the recommended books listing and sign up for that book by the deadline in the detailed schedule. **Each book has a limited number of readers so, be sure to sign up early to ensure you get the book/schedule you want.**
 - Presentation
 - Using the template from the professor, students are required to record a 5-8 minute presentation of the book. The presentation must cover all of the issues/concerns/questions presented in the template and presentation guideline from the instructor.
 - Discussion
 - Students will be required to participate in an online discussion over their chosen book. Students' primary response to the discussion question (3-5 paragraphs in length) will be 30 points and their two additional responses to two different students will be 10 points each.
 - **Students need to make note when their initial post is due by.**
- Examinations: Students will be required to show a thorough understanding of the courses' major themes and expected learning outcomes. Exams will push students to think past just the historical facts and understand the implications as well as the application from the themes covered in class. Exams will include one narrative based essay and a critical thinking short answer section. The exam will feature an identification section that will require students to briefly define and explain each term's historical significance. Students will have up to **75 minutes** to complete the exam on Blackboard.
- Cumulative Class Review
 - PowerPoint – Students are required to create a PPT slide presentation that answers of the assigned cumulative class review question (assignment questions given later in class).
 - Peer Review/Critique – Students will post their PPT presentations on the Blackboard Discussion forum and review their fellow students' presentations.
- BONUS:

- Syllabus/Course Policy Bonus Quiz: Students will be required to take a multiple choice/true-false quiz over the syllabus and course policies. Students will be given **10 minutes**. Students will be able to take the quiz **TWICE** and their highest grade will count. The purpose of the quiz is to ensure students have thoroughly read through the syllabus and understand course policies and the schedule. See the below detailed schedule for quiz date.
 - Introduction Discussion
 - Using Kaltura Media, students must record a 3-5 minute self-introduction video and post it to the bonus discussion forum. In order to receive the bonus points, students must comment back to at least **two** other students in the discussion board.
 - Thinking Like a Historian
 - Complete the *Thinking Like a Historian* activities in the textbook for up 20 points each.
 - Part 1 (Comparing/Contrasting Secondary Sources) and Part 2 (Using Primary Sources to Evaluate Secondary Sources) must both be completed to be concerned as a completed bonus activity.
 - Answers should be submitted in a Microsoft Word document and answers to questions should be written in paragraph form.
 - **See detailed schedule for due dates**
 - The instructor may offer additional bonus opportunities to the **WHOLE** class if she chooses to do so throughout the semester.
 - The instructor will **NOT** round up grades or give out free points at the end of semester.
- 24/7 Day Policy: Students have 7 days following the 24 hour waiting period after a grade is given back to discuss that grade with the instructor. **After the 7 days have passed all grades are FINAL.**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Additional Course Information:

Class Materials & Computer/Software Requirements

- Computer Access:
 - Each student is required to have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at a library or other

public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same regardless of your computer access.

- **Technical Skills:** Students who take this course must be comfortable with the following
 - using a word processor
 - using email for communication
 - sending email attachments
 - navigating the Internet, websites like Blackboard, and search engines
 - downloading appropriate software and or plug-ins
- **Required Software:** Students who take this class will need the following free software installed on their computer. (See http://www.wbu.edu/academics/online_programs/works/tech.htm for a complete list of technical requirements)
 - A web browser like Internet Explorer, Firefox, Google Chrome, or Safari.
 - Adobe Flash Player & Adobe Reader
 - QuickTime
 - JAVA
 - A word processor such as Microsoft Word
 - Skype
- **Blackboard:** (<http://wbu.blackboard.com>)
 - In order to successfully complete this course, students must log on to the course blackboard page regularly in order to complete assignments and exams.
 - The instructor will post units and their corresponding Key Terms and Big Picture Questions on Blackboard. These questions will only be accessible on Blackboard for that particular unit. Each unit there will be a new list of terms and questions.

Communication:

- The instructor will regularly post class announcements/reminders on Blackboard. Therefore, students will need to log-in to Blackboard every day.
- Please send all emails to lassa@wbu.edu to avoid confusion. Please allow at least one day for responses during the week and two days during the weekend/holidays.
 - When emailing your instructor please use the proper salutation, grammar, and signature. The instructor may ignore emails that are considered “**text-message**” emails. Please address and write your emails to the instructor in a polite, respectful manner.
- The instructor will only use students’ email listed as his/her official email address provided by Wayland Baptist University. It is the student’s responsibility to use/check/maintain that email account. All emails from the instructor will only go to that email address.
- **Students should give the instructor 24 hours to respond to an email on the week day. Emails send over the weekend will not be responded to until the start of the new week.**
- **Office Hours** will be held using **Skype**. This software allows for IM, audio, or video chat with the instructor. Students are strongly encouraged to download Skype and create an account so they can make use of this opportunity to meet virtually with the instructor. When searching for the instructor use the instructor’s username or email address.
 - **My username: DrAutumnLass**
 - **To download Skype see: <https://www.skype.com/en/>**

Workload: Because this is a three credit hour course, you should plan to spend a **minimum of six** hours per week completing work for this course. Students should expect to devote at least as much, if not more time to this course than they do in a face-to-face class. Although online courses offer more flexibility than traditional courses, they require greater self-discipline in order to keep up with the work and complete it in a timely fashion.

Deadlines, Missed and Late Work

- Unless otherwise noted, **all unit assignments must be completed by the end of the unit due date at 11:59pm CST. Any work that is not received by that time will be given a grade of zero.** There is no exception to this policy.
- If a student needs to reschedule an exam, it is the student's responsibility to contact the instructor before the exam. Make-up exams will be given only if arranged in writing with the instructor at least one week before the date of the exam. Make-up exams after the official exam date will be given at the discretion of the instructor and only in cases of absence due to emergency (travel/vacation plans do not count as emergencies). Petition for a make-up exam due to emergency must be made in writing and provide official documentation as soon after the missed exam date as possible. Students have **7 calendar days** to make up a missed exam. Students should not assume their excuse will be accepted.
- **Absence Excuses** – It is up to the discretion of the instructor to decide if an absence/assignment excuse is acceptable.

For More Information:

- <http://catalog.wbu.edu>

Detailed Schedule of Classes and Assignments:

Week One: 5/29-6/3/2017

- **Unit 1 – Syllabus/Course Overview**
 - **Text Reading:** - Part 1 Introduction, pgs. 3-5
 - **Primary Sources:** Christopher Columbus, Journal 1493 & Visualizing the New World
- **Unit 2 – Americas Before Europeans**
 - **Text Reading:** Chapter 1: The Collision of Cultures, pgs. 7-17
 - **Primary Sources:** Christopher Columbus, Journal 1493 & Visualizing the New World
- **Assignments due 6/3/2017 @11:59pm CST**
 - Assessment Quiz #1 & #2 – Due Saturday @11:59pm CST!!
 - Submit Student Information Sheet – Due Saturday @11:59pm CST!!
 - Primary Source Journal Entry #1 – Due Saturday @11:59pm CST!!
 - **Bonus Syllabus Quiz** – Due Saturday @11:59pm CST!!
 - **Book Sign Up!!**

Week Two: 6/4-6/10/2017

- **Unit 3 – Age of Exploration: Spanish Exploration and Conquest**
 - **Text Reading:** Chapter 1: The Collision of Cultures, pg. 17-35
 - **Primary Source Readings:** Aztec Chroniclers Describe the Spanish Conquest, 1519; Juan Gines De Sepulveda Belittles the Indians, 1547; & Bartolome De Las Cases Defends the Indians, 1552.
- **Unit 4 – New World Challengers**
 - **Text Reading:** Chapter 2: England and Its American Colonies & Chapter 4: From Colonies to States “New France” pgs. 108-111
 - **Primary Sources Readings:** John Smith Describes the Founding of Jamestown, 1607; The Pilgrims Leave From Holland, 1620; The Puritans Set Sail, 1629; Jesuit Comparison of French and Native Life, 1657-1658
- **Assignments:**
 - Assessment Quiz #3 & #4 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #2 – Due Saturday @11:59pm CST!!
 - **Book Sign Up** – Due Saturday @11:59pm CST!!!

Week Three: 6/11-6/17/2017

- **Unit 5 – British North America**

- Text Reading: Chapter 3: Colonial Ways of Life & Chapter 4: From Colonies to States, “The British System” pgs. 111-114
- Primary Source Readings: Slavery is Justified; Robert Beverly “Servants and Slaves in Virginia;” A West Indian Planter Reflects on Slavery in Barbados, 1673; Puritan Mistreatment of Quakers, 1660; The Great Indian Uprising, 1622
- Unit 6 – The Great War for Empire
 - Text Reading: Chapter 4: From Colonies to States, “The French and Indian War,” pgs. 114-121
 - Primary Source Readings: Instructions for George Washington; Proclamation Line of 1763; & Pontiac, an Ottawa chief, voicing the Proclamations of the Master of Life, 1763
- **Assignments:**
 - Assessment Quiz #5 & #6 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #3 – Due Saturday @11:59pm CST!!

Week Four: 6/18-6/24/2017

- Skype Night will be hosted online from 7-9pm CST – Tuesday Night!!!!
- #history Entry #1
 - Assignment due Wednesday @11:59pm CST!!
 - Initial Post due Wednesday @ 11:59pm CST!!!
 - Responses Posts due Saturday @11:59pm CST!!!
- **Exam #1 – Due Saturday @11:59pm CST!!**

Week Five: 6/25-7/1/2017

- Unit 7 – The Imperial Crisis
 - Text Reading: Chapter 4: From Colonies to States, “Tightening Control over the Colonies” to “Bold Talk of War” pgs. 121-133
 - Primary Source Readings: Thomas Hutchinson Recounts the Mob Reaction to the Stamp Act in Boston, 1765; Paul Revere, The Image of the Bloody Massacre, 1770; Female Patriots “Address’d to the Daughters of Liberty in America, 1768;” Daniel Leonard Deplores Rebellion, 1775; & Dunmore Promises to Free the Slaves, 1775.
- Unit 8 – The War for Independence
 - Text Reading: Chapter 4: “Lexington and Concord” to “We Always had Governed Ourselves” pgs. 133-140 & Chapter 5: The American Revolution
 - Primary Source Readings: Thomas Paine, “Introduction to Common Sense, 1776; The Unreliable Militia, 1776; & Joseph Brant Pledges Mohawk Loyalty to Britain, 1776
- **Assignments:**
 - Assessment Quiz #7 & #8 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #4 – Due Saturday @11:59pm CST!!
 - **Thinking Like a Historian: Debating the Origins of the American Revolution (pg. 142) – Due Saturday @11:59pm CST!!**

Week Six: 7/2-7/8/2017

- Unit 9 – The Origins of the Constitution
 - Text Reading: Chapter 6: Creating a “More Perfect Union” pgs. 183-200
 - Primary Source Readings: George Washington Reacts to Shay’s Rebellion, 1786; Federalist 10, 1788; & The Bill of Rights, 1791
- Unit 10 – The Rise of the First Party System
 - Text Reading: Chapter 6: Creating a “More Perfect Union” pgs. 200-216
 - Primary Source Readings: Washington’s Farewell Address; Alexander Hamilton, Report on the National Bank; Thomas Jefferson, Opinion on the Constitutionality of a National Bank; Alien and Sedition Acts.
- **Assignments:**

- [The Quartet Book Assignments](#)
 - Quiz – Due Wednesday @11:59pm CST
 - Discussion Board Initial Post – Due Wednesday @11:59pm CST
 - Discussion Board Student Response Posts – Due Saturday @11:59pm CST
- Assessment Quiz #9 & #10 – Due Saturday @11:59pm CST!!
- Primary Source Journal #5 – Due Saturday @11:59pm CST!!

Week Seven: 7/9-7/15/2017

- Unit 11 – Election of 1800
 - Text Reading: Chapter 6 pgs. 216-217 “A Republican Victory,” & Chapter 7: The Early Republic, pgs. 221-236
 - Primary Source Readings: Thomas Jefferson: Third Annual Message to Congress, 1803 & Thomas Jefferson’s Instructions to Meriwether Lewis
- Unit 12 – War of 1812
 - Text Reading: Chapter 7: The Early Republic, pgs. 236-255
 - Primary Source Readings: “The Voice of Warning, *New York* 1810;” Dolly Madison’s Letter to Her Sister, 1814; Account of Hartford Convention; Treaty of Ghent, 1814
- **Assignments:**
 - Assessment Quiz #11 & #12 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #6– Due Saturday @11:59pm CST!!
 - [Thinking Like a Historian: Thomas Jefferson and Slavery \(pg. 256\)](#) – Due Saturday @11:59pm CST!!

Week Eight: 7/16-7/22/2017

- Unit 13 – The Maturing of the American Nation
 - Text Reading: Chapter 8: The Emergence of a Market Economy & Chapter 9 “Nationalism & Sectionalism” pgs. 293-309
 - Primary Source Readings: The Impact of the Erie Canal, 1811; Two Pioneers Describe Oregon, 1847; On Settling Missouri, 1839; Elizabeth Dixon Smith Greer Describes Life on the Frontier, & The Monroe Doctrine, 1823
- **Assignments:**
 - [#history Entry #2](#)
 - Assignment due Wednesday @11:59pm CST!!
 - Initial Post due Wednesday @ 11:59pm CST!!!
 - Responses Posts due Saturday @11:59pm CST!!!
 - **EXAM 2 (UNITS 7-12)** – Due Saturday @11:59pm CST!!
 - Assessment Quiz #3 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #7 – Due Saturday @11:59pm CST!!

Week Nine: 7/23-7/29/2017

- Unit 14 – The Rise of Democracy & Andrew Jackson
 - Text Reading: Chapter 9 pgs. 309- 315 & Chapter 10: The Jacksonian Era
 - Primary Source Readings: The Ideal Southern Woman, 1835; Harriet Martineau on the Condition of American Women, 1837; & President Andrew Jackson Second Annual Address to Congress, 1830
- Unit 15 – Antebellum America: North & South
 - Text Reading: Chapter 11: The South and Slavery & Chapter 12: Religion, Romanticism, and Reform
 - Primary Source Readings: “The Lowell Offering, 1845;” A Factory Girl Describes Her Treatment – 1844; & Disaster in a Massachusetts Mill, 1860
- **Assignments:**
 - Assessment Quiz #14 & #15 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #8 – Due Saturday @11:59pm CST!!
 - [Thinking Like a Historian: Debating Separate Spheres \(pg. 410\)](#) – Due Saturday @11:59pm CST!!

Week Ten: 7/30-8/5/2017

- Unit 16 – Expansion & Sectional Crisis
 - Text Reading: Chapter 13: Western Expansion & Southern Secession
 - Primary Source Readings: William Lloyd Garrison on Slavery & George Fitzhugh Defends Southern Society
- Unit 17 – The Civil War
 - Text Reading: Chapter 14: The War of the Union
 - Primary Source Readings: A Southern Women Describes the Hardships of War; A Union Nurse Cares for the Gettysburg Wounded; General William T. Sherman Dooms Atlanta; & The Hell of Andersonville Prison
- Assignments:
 - **#history Entry #3**
 - Assignment due Wednesday @11:59pm CST!!
 - Initial Post due Wednesday @ 11:59pm CST!!!
 - Responses Posts due Saturday @11:59pm
 - Letters of a Civil War Nurse Book Assignments
 - Quiz – Due Wednesday @11:59pm CST
 - Discussion Board Initial Post – Due Wednesday @11:59pm CST
 - Discussion Board Student Response Posts – Due Saturday @11:59pm CST
 - Assessment Quiz #16 & #17 – Due Saturday @11:59pm CST!!
 - Primary Source Journal #9 – Due Saturday @11:59pm CST!!

Week Eleven: 8/6-8/11/2017

- Unit 18 – Southern Reconstruction
 - Text Reading: Chapter 15: Reconstruction
 - Primary Source Readings: The Louisiana Black Code; Statement of Colored People’s Convention in Charleston; The Former Slaves Confront Freedom; & Maria Carter Describes an Encounter with the Klan
- Assignments
 - **Cumulative Class Review**
 - PowerPoint Presentation Assignment due Wednesday @11:59pm CST!!!
 - Peer Critique Post – Due Friday @11:59pm CST!!!
 - Assessment Quiz #18 – Due Friday @11:59pm CST!!
 - Primary Source Journal #10 – Due Friday @11:59pm CST!!
 - **Thinking Like a Historian: Debating Reconstruction (pg. 542)** – Due Friday @11:59pm CST!!
 - **Exam 3 (Units 13-18)** – Due Friday @11:59pm CST!!