



Course Syllabus
FALL 2025 SEMESTER
ATLANTA METROPOLITAN STATE COLLEGE
School of Arts and Sciences
U.S. History I HIST 2111
CRN: 80290 (Section 102)
Tuesdays and Thursdays, 3:00-4:45
Building 100 Science Lecture Room 210

Instructor Information	Professor Edward Hightower
Office location:	Building 100 Science Lecture, Room 111
Office telephone:	(404) 756-4669
Email Address	ehightower@atlm.edu
Join GroupMe	Join the class GroupMe to communicate with the instructor outside of class or to schedule virtual video conferencing (meetings).
Office Hours:	Mondays and Wednesdays between 9:00 AM — 10:45 AM; Virtual hours through GroupMe are Monday through Friday from 2:00 PM—6:00 PM, and via text only until the evening. Virtual hours can include audio or visual calls, your preference, via the GroupMe app.
Course Information	United States History HIST 2111 from pre-Columbus to the post-Civil War period.
Pre-requisites	Exit or exemption from Learning Support Reading.
Credit Hours	Students will earn 3.0 hours after completion of the course.
Catalog Description	This course presents a survey of United States History to the post-Civil War period and satisfies the State requirement for United States and Georgia History. (Students who have taken an American History course at private or out-of-state institutions must pass a Division-administered examination or must take U. S. History 2114 in order to satisfy the Georgia history section of the course.)
Orienting Questions	How do I prepare for my responsibilities as an engaged citizen? How does learning about diversity help prepare me for the world that awaits me? How does the idea of democracy translate in terms of race, immigration status, gender, and class status throughout U.S. history?
Course Start and End Date	September 8, 2025 -December 11, 2025
Career-Ready Competencies	<p>Course content, activities and exercises in this course should help students develop the following <u>Career-Ready Competencies</u>:</p> <ul style="list-style-type: none"> • Critical Thinking • Intercultural Competence • Persuasion
Course Textbook	<p>Rebecca Edwards, Eric Hinderaker, Robert O. Self, James A. Henretta; <i>America's History Volume 1 Until 1865</i>; 10th edition, Boston: Bedford St. Martin's; 2012. ISBN-9781319217280.</p> <p><u>Supplemental textbook</u>:</p> <p>Eric Foner, Give Me Liberty! An American History, Volume 1 to 1877, Seagull 5th edition, New York: W.W. Norton 2017.</p>



	<p>You can buy an eBook version which is cheaper from the AMSC bookstore. You are required to get a textbook for this course before this weekend. Students should have an all-inclusive access status with the <i>America's History</i> textbook on day one.</p>
Day-1 Readiness	<p>When you registered for this course, you purchased the course materials at an exclusive low price. Once classes begin, you automatically gain immediate access to these materials in GeorgiaView. If you decide to opt out, you will not be able to access the materials in GeorgiaView anymore, and you might end up paying a higher price elsewhere for the same materials. If you have any questions, visit the Day 1 Ready FAQ page at ATLMBookstore.com. You may also email the ATLM Bookstore at ATLM@textbookbrokers.com.</p>
Achieve Assignments	<p>Achieve Read & Practice, the e-textbook for this course is available through D2L Brightspace in your course. But you must pay for the book before you can have complete online access.</p> <p>For any problems please contact tech support at 1-800-936-6899 or by using this link: https://macmillan.force.com/macmillanlearning/s/contactsupport.</p>
Required Resources	<p>Students will be required to bring a laptop or mobile device to class. Be sure that they are fully charged before classmeeting.</p>
Recommended Resources	<p>(Please see the course schedule at the end of the syllabus for supplemental readings). Atlanta Metropolitan State College Library includes search engine(s) for research click here.</p>
Core Impact Learning Outcomes	<p>Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. In addition, course content, activities and exercises in this course should help students develop the following <u>Career-Ready Competencies</u>: Critical Thinking, Intercultural Competence and Persuasion. There will be an assessment administered on these areas at the end of the semester. This assessment will be included as a grade for students.</p>
Program Learning objectives	<p>Upon completion of the requirements for History, students should be able to:</p> <ol style="list-style-type: none"> 1. Relate significant historical events to major themes and time periods in history. 2. Summarize different historical interpretations based on primary resources and students will examine reasons for the differences. 3. Explain the relevance of history to the present.
Course Learning Objectives	<p>A study of United States history up to the Reconstruction Period is provided. Emphasis is placed on events leading up to the founding of the United States and the development of institutions within the United States. In conjunction with POLS 1101, this course satisfies state law requiring instruction in United States and Georgia history and United States and Georgia Constitutions. As a result of completing this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify the major periods in American History up to 1865. 2. Identify and evaluate the major controversies, issues, personalities, problems and trends in U.S. history up to 1865. 3. Analyze critically the origin and formation of political and social movements in the early U.S. and the ways that those social movements shifted over time. 4. Assess critically the assigned texts throughout the semester, and extract the thesis, main idea(s), and supporting details from readings through group work, short essays, and review questions. 5. Exhibit comprehension of the historical process of continuity and change. 6. Determine the relationship between local and national issues and events. 7. Evaluate trends and issues in intellectual and cultural history and be able to relate them to topics in U.S. History. 8. Understand and evaluate major topics in American historiography (i.e., how and why the historical interpretations of issues and personalities, have changed over time).



Important Dates	<table><tr><th>Holidays</th><th>Attendance Verification (No Show Date)</th><th>Last Day to Reinstate</th><th>Midterm</th><th>Last Date to Withdraw Without Penalty</th><th>Last Day of Class</th><th>Final Exam</th></tr><tr><td>10/27, 10/28</td><td>09/15-09/17</td><td>09/18-09/22</td><td>10/04-10/09</td><td>10/27</td><td>12/06</td><td>12/09-12/11</td></tr></table>	Holidays	Attendance Verification (No Show Date)	Last Day to Reinstate	Midterm	Last Date to Withdraw Without Penalty	Last Day of Class	Final Exam	10/27, 10/28	09/15-09/17	09/18-09/22	10/04-10/09	10/27	12/06	12/09-12/11
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Course Delivery Method	Face-to-Face modality														
Methods of Communication	ehightower@atlm.edu (Preferred mode is via GroupMe); Please use the course email system in D2L to communicate with your instructor. This is the official method of communications for the course.														
Email Response Time	Unless you are notified otherwise, I will strive to respond to all students' questions and emails within 24 hours during the week and within 48 hours during the weekend. However, the fastest way for responses and questions is via GroupMe .														
* Attendance:	Attendance is MANDATORY at Atlanta Metropolitan State College. Students are expected to attend class meetings before OR on time. Attendance will be recorded every class meeting during or at the end of class period. The instructor has the right to ASSIGN class discussions when students are not participating in class. Students who have missed more than six (6) class meetings, unexcused, will automatically receive an F! Accepted documents for excused absences will be related to medical appointments, court visits and funerals.														
For Online Class Attendance and Participation Policy	Being "Present" in class is determined by the student's active presence and participation in an "academically related activity" which includes actual presence in a virtual class, submission of an assignment, group projects, completion of an exam or quiz and discussion forum posting.														
Conduct:	Refer to AMSC College Catalog, page 54														
Late Policy: READ CAREFULLY	Students are to adhere to all due dates for assignments, quizzes and exams. It is the students responsibility to view weekly the syllabus for due dates. Grades for late assignments will be reduced by a full letter grade each day work is late. Late work will not be received after one week. Class participation cannot be made up.														
Enrollment Status:	Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any, in enrollment status and taking necessary steps (e.g., pursuing re-instatement in this course) following those outlined in the AMSC catalog.														
Attendance Verification (No Show) Reinstatement	<p>Atlanta Metropolitan State College has a "No-Show" Reporting (Attendance Verification) policy. This policy is to comply with Federal Financial Aid regulations. Financial Aid recipients at Atlanta Metropolitan State College may become ineligible for funds by not attending class sessions (per enrolled course). Students who do not complete Mandatory Attendance Assignments and attend class sessions are NOT entitled to keep their financial aid award.</p> <p>The Registrar's Office will notify the students and faculty when the Attendance Verification Period has opened. The established "No-Show" Reporting (Attendance Verification) procedure will enable Atlanta Metropolitan State College to adjust financial aid awards before funds are issued to students (thereby eliminating liability for both the College and the student). A student reported as non-attending a course must seek the approval of the instructor in order to be reinstated. Once approved, the student will complete the Reinstatement form and submit it. The Office of Registrar will notify students when the course reinstatement process has been completed during the Reinstatement Period.</p> <p>The student can demonstrate compelling reason (s) that have prevented attendance and the instructor believes that there is a strong probability that the student can catch up in the class OR The instructor made an error, and the student was in attendance prior to being dropped.</p>														



		The student can demonstrate compelling reason (s) that have prevented attendance and the instructor believes that there is a strong probability that the student can catch up in the class OR The instructor made an error, and the student was in attendance prior to being dropped.
	Computer Hardware & Software Requirements:	One of the challenges many encounter with enrolling in and completing an online course is the accessibility to the required and recommended software and hardware. Different institutions, and even different courses within the same institution, have varying technology requirements. Check your hardware and software systems to determine its compatibility with the online course you have selected.



Minimum Hardware Recommendations to take courses:	<p>D2L System Requirement</p> <p>Internet Connection:</p> <ul style="list-style-type: none">· Ethernet Network Capability required· Wireless Network Capability required <p>Operating System Requirements</p> <ul style="list-style-type: none">• PC:• Compatible Operating System:• Web Browser: Firefox, Chrome• Mac:• Compatible Operating System:• Web Browser: Firefox, Chrome, Safari <p>Hardware requirements:</p> <p>Minimum Technical Specifications for Hardware:</p> <ul style="list-style-type: none">• A processor of 2GHz or faster• 4GB RAM or greater• 500 GB of Hard Drive space• Monitor and video card with a minimum resolution of 1024x768• Keyboard and mouse <p>Minimum Technical Specifications for Computer Peripherals:</p> <ul style="list-style-type: none">• Speakers• Headphones• Microphone• Webcam <p>Software requirements:</p> <p>Browser Requirements/Supported Browsers</p> <p>Compatible Browsers:</p> <ul style="list-style-type: none">• Apple Safari - https://support.apple.com/downloads/safari (Mac)• Google Chrome - https://www.google.com/chrome/ (Mac or PC)• Mozilla Firefox - https://www.mozilla.org/en-US/firefox/new/ (Mac or PC) <p>Application Software</p> <ul style="list-style-type: none">• Microsoft Office 2016 (Word, Excel, PowerPoint) (Mac or PC)• Adobe Reader - https://get.adobe.com/reader/ <p>Plug-ins</p> <ul style="list-style-type: none">• Java - https://www.java.com/en/download/• Adobe Flash Player - https://get.adobe.com/flashplayer/• Windows Media Player - https://www.microsoft.com/en-us/download/details.aspx?id=20426• Apple QuickTime - https://support.apple.com/downloads/%2523quicktime• Microsoft Silverlight - https://www.microsoft.com/getsilverlight/Get-Started/Install/Default <p>Accessibility: Wi-Fi is also available for use in the campus parking lots.</p>
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Tutoring Services	<p>Students improve their self-confidence and increase their chances of excelling in their courses when they utilize their college/university academic support services. The following tutoring services are available to AMSC students:</p> <ul style="list-style-type: none"> ❖ The AMSC Writing Center is open year-round to support students, staff, and faculty at AMSC. It offers virtual and in-person tutoring for various writing projects, assists at any stage of the writing process, and increases improvement in structure, use of sources, style, grammar, and more. The Writing Center is located in Building 100, Room 211. Students can walk in during hours of operation or schedule an appointment at https://calendly.com/amscwritingcenter/30min ❖ Tutor.com is a virtual space for students to access writing tutors outside of AMSC faculty. Access tutor.com in Brightspace by logging into your course. Next, click the 'Free Tutoring' tab and choose Tutor.com from the dropdown options. Students are granted five (5) hours per semester, and registration is not required. Contact the Center for Student Success and Advising at (404) 756-5690 for assistance. ❖ TutorOcean is a tutorial for students enrolled in STEM courses such as Biology, Chemistry, Mathematics, and Computer Science. Access TutorOcean and sign up at https://atlm.tutorocean.com.
Americans with Disabilities Act (ADA) Statement	<p>Atlanta Metropolitan College is committed to providing support for all students and making their college experience an enriching opportunity. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The Department/Office of Counseling and Accessibility Services, located in the Student Services & Success Center, building 650-Suite 252, oversees the coordination of services for students with documented disabilities. The Coordinator of Disability Services collaborates with faculty and staff to offer provisions for reasonable accommodation to students who meet the requirements.</p> <p>It is the policy and practice of AMSC to make all Web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the course materials for this class, please notify the instructor immediately.</p> <p>Accommodation cannot be provided until a reasonable accommodation plan is in place. To the greatest extent possible, all college representatives shall observe confidentiality.</p>
Office of Counseling and Accessibility Services	<p>The Office of Counseling and Accessibility Services operates under the Americans with Disabilities Act (ADA) laws in order to assist in leveling the playing field for students who have disabilities with those who do not.</p> <p>The amended ADA, otherwise known as ADAAA defines “disability” as a physical or mental impairment that substantially limits one or more major life activities. If you feel that you have a disability or impairment that may limit your academic functioning, please contact Dr. Dorothy Williams, the Director of Counseling and Accessibility Services at 404-756-4016 or at https://www.atlm.edu/students/counseling-and-disability-services.aspx.</p> <p>The Coordinator of Counseling and Accessibility Services reviews all accommodation requests. In order to receive accommodation, the student’s illness or disability must be verified in writing by a physician, psychiatrist, or some other health care provider or specialist. Students choosing to access disability support services should contact the Coordinator as soon as possible after acceptance to AMSC. Please be aware that late notifications may result in complications for establishing accommodation in a timely fashion.</p>



Withdrawal	<p>Withdrawal from a course is solely the responsibility of the student. Instructors will not initiate student withdrawals. A student who wishes to withdraw from a course MUST submit a completed Withdrawal Form (Schedule Reductions Form) to the Registrar's Office before mid-term in order to receive a grade of "W" for the course.</p> <p>A student who withdraws after the Midterm date receives a "WF" unless the Vice President for Academic Affairs determines that it is a hardship case, then a "W" will be recorded. The possibility that a student may fail the course will not be considered a hardship</p>
Incomplete Grade Policy	<p>An incomplete may be awarded at the instructor's discretion for non-academic reasons which prevent the student from completing the course requirements. The student must be passing the course at the time that the Incomplete is awarded and must sign an "Awarding of Incomplete" agreement. Unless otherwise stated, the incomplete should be removed by the end of the following semester; otherwise, the instructor will change the grade to an "F" grade.</p>
Time Commitment	<p>To successfully complete this course it requires discipline, devoted time and commitment. A student must arrange his / her schedule to allow for the required time for this course. Expect to spend a minimum of seven (7) to ten (10) hours per week to thoroughly read each chapter and complete the required chapter assignments. Additional time most likely will be required to complete quizzes and exams.</p>
Student Expectations	<p>Students are expected to be fully invested and engaged in their learning. The following guidelines are included to facilitate your course success.</p> <ul style="list-style-type: none"> • Participate in this course by following the guidelines of this syllabus and any additional information the instructor provides by email, telephone, discussion forums, etc. • Please speak with your instructor in advance if you have extenuating circumstances that prevent you from completing your assignments by the designated due dates. If a medical emergency occurs, you will need to provide a written medical / doctor's notice for the period in which you are unable to participate in class or complete any of the assignments (discussion, case studies, quizzes, exams, etc.). Without a medical / doctor's notice, all assignments missed will be scored as zero. • Sign-in to Brightspace D2L and / or Courseware to complete assignments regularly. • Read, study, and complete all assignments by the due dates. <u>Late assignments will NOT be accepted one week after the due date.</u> • Monitor Brightspace D2L course calendar. • Have access to a computer and the Internet. Make certain your computer meets the technical requirements for the course. • Be courteous, polite and respectful to faculty, staff and fellow students.



<p>Online Discussion Protocol</p>	<ul style="list-style-type: none"> • The purpose of the discussion forum is to have interactive online discussions with our class community about specific topics, assignments, or readings. • Be constructive and positive. You can challenge ideas and course content yet avoid becoming negative online. When you disagree respectfully and politely, you stimulate and encourage great discussion. • You are expected to conduct yourself in a mature, courteous, and mutually respectful manner. • Always sign your name. • Postings should be well written with proper punctuation, spelling and grammar. Avoid the use of all caps or multiple punctuation elements (!!!??). • Check postings for responses from others and respond in kind. • Postings should be evenly distributed throughout the week. Avoid making only weekend postings. • Encourage further discussion by building on current threads. <p>The instructor may not respond to every post but will be monitoring each discussion. A response may be made to contribute to a discussion, clarify a situation or redirect the conversation.</p>
<p>Degree Relevance and Enrollment Status</p>	<p>Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any in enrollment status and taking necessary steps (e.g. pursuing re-instatement in this course) following those outlined in the AMSC catalog</p>
<p>Abandoning a Course</p>	<p>Abandoning a course should be avoided at all costs. Abandoning a course instead of following official drop procedures will result in a grade of —F at the end of the course. It is the student's responsibility to initiate and complete the withdrawal process.</p>
<p>Academic Honesty</p>	<p>Only the epitome of professionalism is expected of each student. Cheating or the abetment of cheating is not tolerated.</p> <p>Per page 91-93 of the 2019-2020 Atlanta Metropolitan State College Catalog the Penalties for Academic Misconduct states:</p> <ul style="list-style-type: none"> • In cases where a student is found guilty of cheating or exhibiting academic misconduct involving an instructor-generated assignment or examination, the instructor may impose a penalty. • Types of penalties may include, but are not limited to, the instructor assigning a grade of "F" for the assignment, the instructor not accepting the work, the student being assigned additional work, or the student receiving a grade reduction for the assignment. • Cheating/Plagiarism: A student guilty of cheating and/or plagiarism will receive a score of 0 for the assignment in question. Second case will be reported to the department with possible suspension and expulsion from the college. • Examples include, but are not limited to the following: <ol style="list-style-type: none"> a. The unauthorized use of notes on an exam or class project. b. Plagiarizing on a paper or class exercise. c. Taking or procuring or attempting to take or obtain unauthorized copies of exams. d. The taking, or modifying, of the instructor's grade book. e. Copying from another student's exam, test, or other required exercise. f. Communication with another student during an exam or test. • This policy is outlined in the Student Handbook. Each student is encouraged to familiarize him/herself with the outline set forth by this institution. However, if you are caught plagiarizing or cheating you can expect at a minimum a zero (0) on the assignment and be reported to the Honor Council. Academic dishonesty may result in a failure (F) in the course. GMC takes this violation very seriously, if you are caught



	<p>plagiarizing twice in your academic career here, you could be expelled from the school.</p> <ul style="list-style-type: none"> • http://plagiarism.org/ • https://instr.iastate.libguides.com/understanding_plagiarism <p>The maximum penalty the instructor may impose is a grade of “F” for the course.</p>
AI Statement	<p>The use of artificial intelligence (AI) tools and applications (including, but not limited to, ChatGPT, DALL-E, and others) for course assignments and assessments will be used on a limited basis. It will be used as a reference tool ONLY. Use other than as a reference tool does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course’s expectations and will be addressed through AMSC academic misconduct policy.</p>
Academic Writing Style	<p>Hegel presents the dialectic as a three-part structure consisting of a thesis, an antithesis, and a synthesis. The first idea, the thesis, is a formal statement illustrating a point; it is followed by the second idea, the antithesis, that contradicts or negates the thesis, then comes the synthesis which combines the two with a new thought. In human history, when the status quo (the thesis) is challenged by a new historical development or force (the antithesis), a new form of life emerges out of the synthesis of the two prior stages.</p>
Changes to This Syllabus:	<p>The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using Moodle and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.</p>
Class Cancellation	<p>Procedure regarding long-term emergency closure of the college (attendance policy): In the event of an emergency that forces the college to close for an extended period, students must contact the instructor of this class within 48 hours using the contact information (e.g., email address in BrightSpace/D2L) on the syllabus to obtain directions for continuing the course. The instructor will provide directions for the transmission and submission of course assignments and course assessments, including due dates.</p> <p>The student is responsible for submitting valid, accurate contact information, including an active AMSC email address to the instructor by the end of the first week of the course. Students can obtain an Atlanta Metropolitan State College Student email address in the Academic Support Center on the third floor of the Library Building.</p> <p>If the instructor for the course cannot be reached within the specified period (within 48 hours), the Dean of the School responsible for the course can be reached at the email address posted on the college’s website</p>
Course Resources	<p>RESOURCES</p> <p>PLEASE CLICK ON THE WORDS IN BLUE TO DOWNLOAD WORK.</p> <ul style="list-style-type: none"> ★ Introductions, discuss the syllabus, and class expectations. ★ E. H. Carr’s <i>What Is History?</i> ★ Why Study History? ★ Taking Notes Skills (Video)! ★ Study Skills (Video)! ★ How to Read so that you Retain Information (Video)! ★ Time Management for College Students (Video) ★ Professor Offers Advice to Freshmen for College ★ Course Lecture Slides ★ CORE IMPACTS Career Readiness Assessment!! ★ The Constitution of the United States of America and GA’s Constitution ★ Class Discussion Question Format ★ Sample Blue Book Essay <hr/> <p>THEME: THE COLUMBUS ERA, PREHISTORY - 1700</p> <p>WEEK 1 - September 8, 2025</p>



PLEASE CLICK ON THE WORDS **IN BLUE** TO DOWNLOAD WORK.

ASSIGNMENTS: Begin Reading Eric Foner, [Give Me Liberty!](#) Chapter 1: A New World

1. Review the course syllabus and class expectations in class this week.
2. Reflection Paper Due by midnight Friday: [What is History to You?](#)

***QUIZ : Syllabus Review and Class Expectations [Take in class ONLY]**

Supplemental Reading(s) and Video(s):

1. Reading: [Why Study History?](#)
2. Video: [Taking Notes Skills \(Video\)](#)!
3. Video: [How to Read so that you Retain Information \(Video\)](#)!
4. Video: [Time Management for College Students \(Video\)](#)

THEME: THE COLUMBUS ERA, PREHISTORY - 1700
WEEK 2 - September 15, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 1: A New World

1. Digging in the Sources: Due by midnight Friday: [The Columbus Era.](#)
2. QUIZ 1: Due by midnight Sunday: [“A New World, 1491-1600.”](#)

1. LECTURE: “WORLDS BEFORE 1492: SOCIETIES, CULTURES, AND CONNECTIONS ACROSS THE GLOBE”

2. LECTURE: “THE COLUMBUS ERA: EXPLORATION, ENCOUNTER, AND IMPACT”

Supplemental Readings:

America's History, Chapter 1: Colliding Worlds, 1491-1600

1. [Reading](#): Heke Paul's "Christopher Columbus and the Myth of 'Discovery'"
2. [Reading](#): Bartolome de la Casas "Destruction of the Indies" (Primary Source)
3. [Reading](#): Jane Landers' "Africans in the Spanish Colonies"

THEME: ENGLISH AMERICA & THE TRANSATLANTIC SLAVE TRADE
WEEK 3 - September 22, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 2: Beginning of English America, 1607-1660

1. Digging in the Sources: Due by midnight Friday: [“Jamestown, 1609-1610.”](#)
2. QUIZ 2: Due by midnight Sunday: [“Beginnings of English America, 1607-1660.”](#)

3. LECTURE: “THE TRANSATLANTIC SLAVE TRADE”

4. LECTURE: “EARLY AMERICAN COLONIES: JAMESTOWN, PLYMOUTH, AND NEW AMSTERDAM”

Supplemental Readings:

America's History, Chapter 2: American Experiments, 1521-1700

1. C. Ewing and J.B. Lamy's "Short History of the Pueblo Indians of New Mexico"
2. Jane Landers' "American Slavery: Historians Trace Roots to Florida 1565, not 1619"
3. [Reading](#): Jane Landers' "Slavery in the Lower South"
4. [Reading](#): "The Interesting Narrative of the Life of Olaudah Equiano, 1750s"
5. [Reading](#): "The African Homeland of Ayuba Suleiman Diallo"

Supplemental Readings



1. [Reading:](#) James Horn's "The Founding of English America: Jamestown"
 2. [Reading:](#) Edmund S. Morgan's "The Labor Problems at Jamestown, 1607-1618"
 3. [Reading:](#) "Starving Time."
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THEME: ENGLISH COLONIAL AMERICA
WEEK 4 - September 29, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 3: Creating Anglo-America, 1660-1750

1. **QUIZ 3: Due by midnight Sunday:** ["Creating Anglo-America, 1660-1750."](#)

5. LECTURE: "CONFLICT AND POWER IN COLONIAL AMERICA: KING PHILIP'S WAR AND BACON'S REBELLION"

6. LECTURE: "EARLY COLONIAL LIFE AND RELIGION"

Supplemental Readings

America's History, Chapter 3: The British Atlantic World, 1607-1750

1. [Reading:](#) James Horn's "The Founding of English America: Jamestown"
 2. [Reading:](#) Edmund S. Morgan's "The Labor Problems at Jamestown, 1607-1618"
 3. [Reading:](#) "Starving Time."
 4. [Reading:](#) Samuel Morison's "The Plymouth Colony and Virginia"
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THEME: GROWTH, DIVERSITY, AND CONFLICT
WEEK 5 - October 6, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763

1. **Digging in the Sources: Due by midnight Friday:** ["Somerset Case & the Slave Trade, 1772."](#)
2. **QUIZ 4: Due by midnight Sunday:** ["Slavery, Freedom, and the Struggle for Empire to 1763."](#)

7. LECTURE: "THE FRENCH AND INDIAN WAR AND ITS AFTERMATH"

Supplemental Readings

America's History, Chapter 4: Growth, Diversity, and Conflict, 1720-1763

1. Philip Ranlet's "Another Look at the Causes of King Philip's War"
 2. [Reading:](#) Wilcomb E. Washburn's "Governor Berkeley and King Philip's War"
 3. [Reading:](#) "Bacon's Rebellion"
 4. [Reading:](#) "Primary Source: Bacon's Rebellion"
 5. [Reading:](#) Benjamin Ray's "The Salem Witch Trials" [Video Documentary](#).
 6. [DocuVid:](#) "The Daily Lives of Women in Colonial America with Carol Berkin"
 7. [DocuVid:](#) "The Last Known Slave Ship" and its descendants.
 8. [DocuVid:](#) "Clotilda: Last American Slave Ship (Full Episode) National Geographic"
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THEME: THE AMERICAN REVOLUTION
WEEK 6 - October 13, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 5: The American Revolution, 1763-1783

1. **Digging in the Sources: Due by midnight Friday:** ["The Founding Fathers and Rebellion."](#)
2. **QUIZ 5: Due by midnight Friday:** ["The American Revolution, 1763-1783."](#)

8. LECTURE: "TAXATION WITHOUT REPRESENTATION: A CATALYST FOR CHANGE"



9. LECTURE: "THE DECLARATION OF INDEPENDENCE AND THE ENLIGHTENMENT AGE"

Supplemental Readings:

America's History, Chapter 5: The Problem of Empire, 1754-1776

[Hofstadter, Chapter 1](#): "The Founding Fathers: An Age of Realism"

1. [Reading](#): Robert Rossel's "The Great Awakening: An Historical Analysis"
2. [Reading](#): Joseph Conforti's "The Invention of the Great Awakening, 1795-1842"
3. [Reading](#): E. Merton Coulter's "When John Wesley Preached in Georgia."
4. [Reading](#): Mark A. Noll's "The American Revolution and Protestant Evangelicalism"
5. [Video](#): "A Complete History of American Evangelicalism"
6. [Video](#): "What Influenced the Founders and the U.S. Constitution?"
7. [Video](#): "Locke and Montesquieu: The Philosophers Behind the Founders"
8. [Video](#): "The Enlightenment and The American Revolution."
9. [Video](#): "The Founding Fathers"
0. [Reading](#): Alexis de Toqueville's *Democracy in America*
1. [Reading](#): "The Sommersett Case and the Slave Trade" printed in *The London Chronicle*
2. [Reading](#): Jerome Nadelhaft's "The Sommersett Case and Slavery: Myth, Reality, and Repercussions"
3. [Reading](#): (Primary Sources) "Making the Revolution, 1763-1791"
4. [Reading](#): (Primary Source) "The Declaration of Independence" (1776)
5. [Reading](#): (Primary Source) "Deleted Passage from the Declaration of Independence" (1776)

THEME: FOUNDING A NEW REPUBLIC

WEEK 7 - October 13, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 6: The Revolution Within

1. **QUIZ 6: Due by midnight Sunday:** ["The Revolution Within."](#)

10. LECTURE: "THE ARTICLES OF CONFEDERATION AND THE CONSTITUTIONAL CONVENTION"

11. LECTURE: "FEDERAL PAPERS TO FEDERALISM"

Supplemental Readings and Video:

America's History, Chapter 6: Making War and Republican Governments, 1776-1789

[Hofstadter, Chapter 1](#): "The Founding Fathers: An Age of Realism"

[Thomas Paine's Age of Reasoning](#)

1. [Reading](#): Justin Buckley Dyer's "After the Revolution: Somerset and the Antislavery Tradition in Anglo-American Constitutional Development"
2. [Reading](#): Robert Feer's "Shay's Rebellion and the Constitution: A Study in Causation"
3. [Video](#): Mary Sarah Bilder's *Madison's Notes*

THEME: THE REVOLUTION OF 1800

WEEK 8 - October 20, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 7: Founding A Nation, 1783-1791

1. **QUIZ 7: Due by midnight Sunday:** ["Founding a Nation, 1783-1791."](#)

12. LECTURE: FOREIGN RELATIONS IN EARLY AMERICA: THE POLICIES OF GEORGE WASHINGTON AND JOHN ADAMS"

13. LECTURE: "JEFFERSONIAN DEMOCRACY: IDEALS, INFLUENCE, AND LEGACY"

Supplemental Readings:

America's History, Chapter 7: Hammering Out a Federal Republic, 1787-1820

[Hofstadter, Chapter 2](#): "Thomas Jefferson: The Aristocrat as Democrat"



1. [Reading](#): Jonathan Israel's "Jefferson and the French Revolution"
2. Reading: Thomas Ray's "Not One Cent for Tribute: XYZ Affair"
3. [Reading](#): Andrew Robertson's "Reconceptualizing Jeffersonian Democracy"
4. [Reading](#): WJ Rorabaugh's "The Political Duel in the Early Republic: The Hamilton-Burr Duel"

THEME: AN ECONOMIC REVOLUTION

WEEK 9 - October 27, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 8: Securing the Republic, 1791-1815

1. **QUIZ 8: Due by midnight Sunday:** ["Securing the Republic, 1791-1815."](#)
2. **CLASS DISCUSSION due in class:** ["Jeffersonian Democracy"](#)

14. LECTURE: "JEFFERSONIAN DEMOCRACY: IDEALS, INFLUENCE, AND LEGACY"

15. LECTURE: "THE EVOLUTION AND CURRENT LANDSCAPE OF WOMEN'S RIGHT"

Supplemental Readings and Videos:

America's History, Chapter 8: Economic Transformations, 1800-1848

1. [Video](#): "American Industrial Revolution"
2. [Reading](#): Herbert Aptheker's "The Negro in the Abolitionist Movement"
3. [Reading](#): David Walker's Appeal (Primary Source)
4. [Reading](#): "The Alien and Sedition Acts"

THEME: A DEMOCRATIC REVOLUTION

WEEK 10 - November 3, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 9: The Market Revolution, 1800-1840

1. **QUIZ 9: Due by midnight Sunday:** ["The Market Revolution, 1800-1840."](#)

CLASS DISCUSSION: Complete prior to class: ["Jacksonian Democracy"](#)

16. LECTURE: "JACKSONIAN DEMOCRACY"

Supplemental Videos and Readings:

America's History, Chapter 9: A Democratic Revolution, 1800-1848

Ibram Kendi Chapters 13 and 14 in [Stamped from the Beginning](#)

[Hofstadter, Chapter 2](#): "Thomas Jefferson: The Aristocrat as Democrat"

[Hofstadter, Chapter 3](#): "Andrew Jackson and the Rise of Liberal Capitalism"

[Hofstadter, Chapter 4](#): "John C. Calhoun: The Marx of the Master Class"

1. [Reading](#): "Searching for the Gold Mountains"
2. [Reading](#): "Struggling for Work"
3. [Reading](#): "Intolerance"
4. [Reading](#): "Irish-Catholic Immigration to America"
5. [Reading](#): "Adaptation and Assimilation"
6. [Reading](#): "Religious Conflict and Discrimination"
7. [Reading](#): [\(Italians: Find readings on the left\)](#) "Early Arrivals," "The Great Arrival," "Ellis Island," and "Under Attack"
8. [Reading](#): The Crisis of 1833: Tariffs and Nullification
9. [Reading](#): The Nullification Movement in Georgia
9. [Reading](#): Holly McCammon and Karen Campbell's "Winning the Vote in the West"
1. [Video](#): "The Mexican-American War Documentary"
2. [Video](#): "Why Mexico Banned Immigration from the U.S."

THEME: IMPENDING CRISIS



WEEK 11 - November 10, 2025

ASSIGNMENTS: Read Eric Foner, *Give Me Liberty!* Chapter 10: Democracy in America, 1815-1840

1. **Digging in the Sources: Due by midnight Friday:** [“Immigration in the 1840s.”](#)
2. **QUIZ 10: Due by midnight Sunday:** [“Democracy in America, 1815-1840.”](#)
3. **EXTRA CREDIT:** [Frederick Douglass’ Fourth of July Oration \(1852\)](#)

17. LECTURE: “THE ABOLITIONIST MOVEMENT IN THE UNITED STATES”

READING CLASS DISCUSSION: DOUGLASS’S “FOURTH OF JULY ORATION”

Supplemental Readings:

America’s History, Chapter 10: Religion, Reform, and Culture, 1820-1848

[Hofstadter, Chapter 5:](#) “Abraham Lincoln and the Self-Made Myth”

1. [Reading:](#) Herbert Aptheker’s “The Negro in the Abolitionist Movement”
2. [Reading:](#) Frederick Douglass’ Fourth of July Oration”
3. [Reading:](#) Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, pp. 430-452.
4. [Reading:](#) The Dred Scott Decision, 1856 (Primary Source)
5. [Reading:](#) *John Brown: A Biography by W.E.B. Du Bois*
Chapter 12: “The Riddle of the Sphinx”
Chapter 13: “The Legacy of John Brown”

THEME: CRISIS LOOMING

WEEK 13 - November 17, 2025

ASSIGNMENTS: Read Eric Foner, *Give Me Liberty!* Chapter 11: The Peculiar Institution

1. **Digging in the Sources: Due by midnight Friday:** [“The Abolitionist Movement, 1830-1870.”](#)
2. **QUIZ 11: Due by midnight Sunday:** [“The Peculiar Institution.”](#)

18. LECTURE: “THE KANSAS-NEBRASKA ACT AND BLEEDING KANSAS: PRELUDE TO THE CIVIL WAR”

19. LECTURE: “THE DRED SCOTT DECISION AND THE LINCOLN-DOUGLAS DEBATES”

Supplemental Readings:

America’s History, Chapter 11: Imperial Ambitions, 1820-1848

[Hofstadter, Chapter 5:](#) “Abraham Lincoln and the Self-Made Myth”

1. [Reading:](#) Frederick Douglass’ Fourth of July Oration”
2. [Reading:](#) Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, pp. 430-452.
3. [Reading:](#) The Dred Scott Decision, 1856 (Primary Source)
3. [Reading:](#) *John Brown: A Biography by W.E.B. Du Bois*
Chapter 12: “The Riddle of the Sphinx”
Chapter 13: “The Legacy of John Brown”

Videos on Slavery:

1. *Twelve Years A Slave:*
 - a. [Chiwetel Ejiofor’s](#) (Solomon) scene Eliza and Platt (Solomon) Sold
 - b. [Chiwetel Ejiofor’s](#) (Solomon) scene “I did as instructed.”
 - c. [Chiwetel Ejiofor’s](#) (Solomon) scene “Hanging toes.”
 - d. [Chiwetel Ejiofor’s](#) (Solomon) scene “Are you an engineer or a nigger.”
 - e. [Lupita Nyong’O’s](#) (Patsey) scene when she left the plantation to fetch a bar of soap.
 - f. [Chiwetel Ejiofor’s](#) (Solomon) scene forced to whip Patsey for leaving the plantation.

2. *The Birth of a Nation:*

- a. [“The Birth of a Nation”](#) Featurette
- b. [“Sing to the Lord a New Song”](#) Scene (Nat Turner’s fiery speech)

3. *Emancipation:*



- a. [Movie Trailer](#)
- b. [Will Smith's](#) (Peter) scene "Capture"
- c. [Will Smith's](#) (Peter) scene "He's a Dead Man"
- d. [Will Smith's](#) (Peter) scene "I Fight'em"
- e. [Will Smith's](#) (Peter) scene "Peter Leads the Charge During Battle, the Civil War"
- f. [Will Smith's](#) (Peter) scene "Finds Family"

4. *Harriet*:

- a. [Cynthia Erivo's](#) (Harriet) Official Movie Trailer
- b. [Cynthia Erivo's](#) (Harriet) Scene "Escaping North"
- c. [Cynthia Erivo's](#) (Harriet) Scene "I am Harriet Tubman"
- d. [Cynthia Erivo's](#) (Harriet) Scene "Freeing the Slaves"
- e. [Cynthia Erivo's](#) (Harriet) Scene "Let My People Go"

THEME: SECESSION CRISIS
WEEK 14 - November 24, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 12: An Age of Reform, 1820-1840

1. **Digging in the Sources: Due by midnight Friday:** ["Abraham Lincoln: The Great Emancipator?"](#)
2. **QUIZ 12: Due by midnight Sunday:** ["The Age of Reform, 1820-1840."](#)

20. LECTURE: "THE FOUNDING OF THE REPUBLICAN PARTY AND THE ELECTION OF ABRAHAM LINCOLN"

21. LECTURE: "THE CIVIL WAR ERA: CAUSES, CONFLICT, AND CONSEQUENCES"

Supplemental Readings:

America's History, Chapter 12: Sectional Conflict and Crisis, 1844-1861

[Hofstadter, Chapter 5:](#) "Abraham Lincoln and the Self-Made Myth"

1. [Reading:](#) M. M. Quaife's "Bleeding Kansas and the Pottawatomie Murders"
2. [Reading:](#) Albert Castel's "Civil War Kansas and the Negro"
3. [Reading:](#) Reinhard H. Luthin's "Abraham Lincoln and the Massachusetts Whigs in 1848"
4. [Reading:](#) Alexander Stephens "Cornerstone Speech" (Primary Source)
5. [Video:](#) "A President at War: Abraham Lincoln" Short Documentary
- * [DocuVid:](#) "The Last Known Slave Ship" and its descendants.
- * [DocuVid:](#) "Clotilda: Last American Slave Ship (Full Episode) National Geographic
6. [Primary:](#) The First Confiscation Act, 1861
7. [Primary:](#) The Second Confiscation Act, 1862
8. [Reading:](#) Michael Lind's "Abraham Lincoln: The Racial Convictions of the Great Emancipator"
9. [Primary:](#) Lincoln's Emancipation Proclamation, 1863
- * [Reading:](#) Horace Greeley's Article in the New York Tribune, August 20, 1862, "Prayers for Twenty Million"
- * [Reading:](#) Joshua Horwitz and Casey Anderson's "The Civil War and Reconstruction"

THEME: THE CIVIL WAR ERA
WEEK 15 - December 1, 2025

ASSIGNMENTS: Read Eric Foner, [Give Me Liberty!](#) Chapter 13: A House Divided, 1840-1861; Chapter 14: A New Birth of Freedom: The Civil War, 1861-1865, Chapter 15: What is Freedom?: Reconstruction, 1865-1877

1. **QUIZ 14: Due by midnight Sunday:** ["A New Birth of Freedom: The Civil War, 1861-1865."](#)
2. **Digging in the Sources: Due by Friday midnight:** ["The Reconstruction Era, 1865-1877."](#)



	<p>22. LECTURE: “ABRAHAM LINCOLN AND AFRICAN AMERICANS: AN EVOLVING LEGACY?”</p> <p>23. LECTURE: ABRAHAM LINCOLN AND NEGRO COLONIZATION”</p> <p><u>Supplemental Readings:</u> <i>America’s History</i>, Chapter 13: Bloody Ground: The Civil War, 1861-1865 Hofstadter, Chapter 5: “Abraham Lincoln and the Self-Made Myth”</p> <ol style="list-style-type: none"> 1. Reading: Philip Shaw Paludan’s “Lincoln and Colonization: Policy or Propaganda” 2. Reading: G.S. Boritt’s “The Voyage to the Colony of Linconia: The Sixteenth President, Black Colonization, and the Defense Mechanism of Avoidance.” 3. Reading: Charles H. Wesley’s “Lincoln’s Plan for Colonizing the Emancipated Negroes” 4. Reading: Lincoln’s “Second Annual Message to Congress” (1862). 5. Reading: Jourdon Anderson’s letter to his former slave master, July 1865 (video) 6. Reading: John Matthew’s “Negro Republicans in the Reconstruction of Georgia” 7. Reading: Eric Foner’s “Why Reconstruction Matters” 8. Reading: Erik J. Chaput’s “The Reconstruction Wars Begin” 9. Reading: Henry McNeal Turner’s 1868 speech “I Claim the Rights of a Man” 0. Reading: Philip Shaw Pauldan’s “Lincoln and Negro Slavery: I Haven’t Got Time for the Pain.” <hr/> <p>THEME: THE RECONSTRUCTION ERA FINAL’S WEEK - December 1, 2025</p> <p>ASSIGNMENTS: Read Eric Foner, <i>Give Me Liberty!</i> Chapter 13: A House Divided, 1840-1861; Chapter 14: A New Birth of Freedom: The Civil War, 1861-1865, Chapter 15: What is Freedom?: Reconstruction, 1865-1877</p> <ol style="list-style-type: none"> 1. QUIZ 15: Due by midnight Friday: “What is Freedom?: Reconstruction, 1865-1877.” 2. End-of-the-Semester Assessment: CORE IMPACTS Career Readiness Assessment 3. Reflection Paper Two: Due by Sunday midnight “What Did I Learn This Semester?” <p>24. LECTURE: “THE RECONSTRUCTION ERA AND THE RISE OF BLACK AMERICA”</p> <p><u>Supplemental Readings:</u> <i>America’s History</i>, Chapter 13: Bloody Ground: The Civil War, 1861-1865 <i>America’s History</i>, Chapter 14: Reconstruction, 1865-1877 Hofstadter, Chapter 5: “Abraham Lincoln and the Self-Made Myth”</p> <ol style="list-style-type: none"> 1. Reading: Philip Shaw Paludan’s “Lincoln and Colonization: Policy or Propaganda” 2. Reading: G.S. Boritt’s “The Voyage to the Colony of Linconia: The Sixteenth President, Black Colonization, and the Defense Mechanism of Avoidance.” 3. Reading: Charles H. Wesley’s “Lincoln’s Plan for Colonizing the Emancipated Negroes” 4. Reading: Lincoln’s “Second Annual Message to Congress” (1862). 5. Reading: Jourdon Anderson’s letter to his former slave master, July 1865 (video) 6. Reading: John Matthew’s “Negro Republicans in the Reconstruction of Georgia” 7. Reading: Eric Foner’s “Why Reconstruction Matters” 8. Reading: Erik J. Chaput’s “The Reconstruction Wars Begin” 9. Reading: Henry McNeal Turner’s 1868 speech “I Claim the Rights of a Man” 0. Reading: Philip Shaw Pauldan’s “Lincoln and Negro Slavery: I Haven’t Got Time for the Pain.” 0. Reading: W.E.B. Du Bois’ <i>The Souls of Black Folk</i>, Chapter 2: “Of the Dawn of Freedom,” Chapter 3: “Of Mr. Booker T. Washington and Others,” and Chapter 5: “Of the Wings of Atlanta.”
Grading Scale	Problems related to the grading policy for this course or other course management concerns should be first brought to the attention of the professor for the course. However, a resolution of



	<p>unsettled problems or concerns may be pursued by following the grievance procedures outlined in the AMSC Student Handbook and the Academic Catalog.</p> <p>A=90-100 B=80-89 C=70-79 D=60-69 F=0-59</p>
Grade Distribution	<p>Weekly Quizzes.....30%</p> <p>Primary Source Assignments.....20%</p> <p>Reflection Assignment.....20%</p> <p>Exams30%</p> <p>Each student's final grade is based on points earned during the semester on examinations, quizzes and assignments, class participation, etc.</p>
Grade Appeals and Student Complaint Policy and Process	<p>Please follow the Grade Appeals Process outlined in the AMSC Student Catalog, Pages 61/62.</p> <p>You can also refer to the Grade Appeal brochure at: https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf</p> <p>For student complaint policy and process, refer to AMSC student catalog pages 51/52.</p>
Frequently Asked Questions and Helpful Links	
I need:	LINK
What is Brightspace (D2L) and how can I access it?	<p>Brightspace(D2L) is the virtual space where students access their online courses and some Face2Face class resources, quizzes, assignments, etc.</p> <p>You can access Brightspace (D2L) from https://atlm.view.usg.edu/</p> <p>You can also access Brightspace (D2L) from the College's webpage and click on Brightspace (D2L) on top.</p>
Who is my Advisor? Where can I receive Advisement and Tutoring assistance?	Center for Academic Advising and Success (CAAS)
What do I do if I face technical issues while taking a quiz or turning in an assignment in Brightspace	<p>https://d2lhelp.view.usg.edu/ You can reach the GaView Helpdesk 24/7/365 days at 1-855-772-4423</p> <p>If you are unable to submit a quiz or assignment or face a technical glitch, please contact the University System of Georgia's GaView Helpdesk at 1855 772 4423. The Helpdesk is open 24/7 all 365 days. If your issue cannot be resolved right away, the Helpdesk will issue a ticket to your Atlm Ginger email address. That ticket needs to be forwarded to your instructor to prove that you faced a technical issue that forced you to miss a deadline.</p>
I can't download Respondus Lockdown Browser. What should I do?	If you are unable to download Respondus to your computer, please email the Office of Testing at Testing@atlm.edu at least 24 hours in advance requesting a testing appointment at the Testing Lab. For Respondus issues, please contact https://web.respondus.com/contact/ .
Where do I go for ADA Accommodations	https://www.atlm.edu/students/counseling-and-disability-services.aspx
I have a complaint. Where do I go?	Fill out and submit the Student Complaint form



I have an issue with my grade. How may I appeal my grade.	Read the brochure and follow the instructions to appeal your grade.
How do I Withdraw from a Course	Follow the Course Withdrawal Process here
I have a Hardship. How do I do a Hardship Withdrawal?	Follow the Hardship Withdrawal Process here
To Know the Campus Carry/HB 280 Policy	House Bill 280 Guidelines
Disclaimer	<i>Information contained in this syllabus and schedule was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. This syllabus should be considered only a guide for instructor and students, not a formal contract between Atlanta Metropolitan State College and any student. The instructor reserves the right, acting within the policies and procedures of AMSC, to make changes in course content or instructional techniques.</i>



SAMPLE ESSAY QUESTION ANSWER

QUESTION: The fifteenth and sixteenth century voyages of exploration produced lasting changes in the political and social structure of Western Europe. Would you say that these voyages tended to hasten or to delay the growth of national states? Explain.

The student jotted down thoughts that occurred while reading the prompt. Then, the thoughts were numbered to show order of use as well as related ideas. (A memorized prepared outline can also be jotted down in the margin or on the blue book cover.)

2--competition between countries led to nationalism
 3--no need for other countries for trade (Italy)
 2b--minerals (coffee, spice, etc.)
 2a--wanted money and land
 1--war
 2c--Cortez and Aztecs

A GOOD ANSWER

Often starts with a direct answer to the question → The exploration of the 15th and 16th centuries hastened the growth of national states. The reasons have to do with war, wealth, trade, and nationalism.

Pre-outlines the topics in order →

Starts with one of the reasons → One of the prime ingredients for the beginning of national states was a common danger from outside. Because countries went to war over the right to control certain colonies and trade routes, each country had to unite within in order to fight off any aggressor.

Transition → Other forms of competition between countries contributed to the growth of national states. Competition for land and wealth was fierce. The resources of the new lands, such as coffee, spices, minerals, were considered valuable. Each country was eager to gain land because the products of the land could be turned into more wealth, [as when Cortez conquered the Aztecs and exploited their gold and silver.] A united country could best succeed in this form of competition.

Specifies given →

Phrase added here to show relevance of the point to the question →

Identifying a major institution of the time which was a key factor in development of national states → These resources, brought about by new discoveries, increased the power of mercantilism. Mercantilism is a system in which the mother country takes from its colonies raw materials and sells them back in the form of finished products. This allows the mother country to keep economic control over the colonies. With the opening of new trade routes, the Northern and Western European states were able to break the Venetian-Arab trade monopoly with the Indies. The colonization led to a system involving a state-controlled market between the colony and the mother country. This permitted the nations of Europe to become economically separate units with no common market existing between them—a condition which fostered nationalism. It is interesting to note that Italy, which did little exploration, took longer to become a united nation than did the other countries of Europe.

Adds an afterthought to make sure the relation of the point to the question is clear →

Amplifies with an example Italy →

Transition → Another feature in producing national states was the national pride these voyages tended to produce. [The voyages were financed by a national government. Any new discovery was seen as reflecting the prestige of the sponsoring government and its people, and this added pride contributed to the spirit of nationalism.]

A new point which came to mind during the writing of this answer →



A POOR ANSWER

(Teacher's comments)

Interesting, but what relevance does this have to the question?

But how does all this strengthen nationalism?

Very irrelevant

No reasons given. Only a conclusion is being stated.

Competition, wealth, trade, and pride are all suggested, but their relation to the development of nationalism is hard to see.

Please work on writing clarity. Grammatical errors obscure meaning. See SLAC or Writing Center.

The voyages of exploration is a rather ambiguous term because actually there was no sudden burst of interest in exploring the world around them—they just were looking for easier trade routes to the Orient. This so-called age of exploration if it was indeed exploring was quite by accident.

When the first countries colonized the "New World" every other country now wanted to get in on it. However, to make voyages in the first place, knowledge was needed in shipbuilding and navigation. Henry the Navigator bettered the conditions of European states by contributing to navigation, maps, etc. He also began a school for navigation. Great effort was now put forth to build more and more ships and for each country to go and colonize for itself. An example of this would be when Spain started some colonies in the "New World." France, England, Holland, etc., started sending explorers and colonizers out.

So, the voyages of exploration didn't delay the growth of the national states. The voyages were all a part of the national states. The explorers who reached other lands claimed their find for their countries. These many voyages induced the growth of national states.

I think these voyages of exploration bound a nation together. The reason for this is that anything a group of people do together, and this was done by a whole country not just its leaders, tend to unite them. Many times newly discovered lands brought great wealth to the mother country and new places for people to settle and raise families. Then when trading was carried out with the newly found places, this again helped to unite the nation. People were also united in a common cause, this being to beat other countries to these places, for trade and colonization. The lands that were claimed, and the prestige and trade that followed these voyages, affected all the people of the country and make it stronger and richer.



History Research Paper Writing Rubric

Points	20	15	10	5
Thesis Statement	Thesis is clear and well developed. The thesis identifies the question and evaluates the relevance of the issue addressed in the essay prompt. Strong conclusion paragraph.	Thesis is partially developed, but only superficially addresses the significance of the issue in the essay prompt. Conclusion paragraph is weak.	Thesis is underdeveloped and does not directly address the significance or relevance of the essay prompt. Conclusion paragraph is incomplete.	Thesis merely paraphrases the essay prompt or essay has no thesis. No conclusion paragraph.
Organization	Essay is clearly organized with a logical structure that supports the thesis. Transitions are smooth.	Essay is organized but the structure is not consistent. Transitions are present but somewhat awkward.	Essay is not well organized and structure only weakly supports the thesis. Transitions are choppy.	Essay has no organizational structure and no transitions.
Sentence Structure, Grammar, Mechanics, & Spelling	Sentences are well constructed and have varied structure and length. No errors in grammar, mechanics, and/or spelling	Most sentences are well constructed and have varied structure and length. Few errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling
Analysis and Supporting Information	Essay uses relevant information and facts to effectively defend the thesis	Essay supports thesis with some relevant information but has limited depth of analysis.	Essay has limited amount of supporting information for thesis and contains only generalizations	Contains no analysis or supporting information.



Sources/Historical Evidence/Format	<p>Essay uses a minimum of 4 relevant academic articles (not from the internet) to strengthen thesis statement. Footnotes are inserted at the bottom of each page in accordance to the <i>Chicago Manual of Style</i></p>	<p>Essay uses less than the minimum 4 relevant academic articles (not from the internet) to strengthen thesis statement. Footnotes are inserted at the bottom of each page but are not in accordance to the <i>Chicago Manual of Style</i></p>	<p>Essay uses a minimum of 4 "non"relevant academic articles (not from the internet) to strengthen thesis statement. Footnotes are inserted at the bottom of each page but are not in accordance to the <i>Chicago Manual of Style</i></p>	<p>Articles and or books are not present in essay. Footnotes are not visible at all.</p>
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