



## **Course syllabus**

**ATLANTA METROPOLITAN STATE COLLEGE**

**School of Arts and Sciences**

**U.S. History HIST 2111 CRN: 80350 (Fall 2025)**

**Fall 2025**

**Online**

**This is a Core IMPACTS course that is part of the Political Science & U.S. History area**

**Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master the course content and will support students' broad academic and career goals.**

<b>Instructor Information</b>	Name: Dr. Khristopher Hobbs
Office location:	<b>Building 500, Office 114</b>
Office telephone:	<b>(678)-623-1190</b>
Email Address	<b>Khobbs@atlm.edu</b>
Office Hours:	
<ul style="list-style-type: none"> <li>In Person:</li> </ul>	<b>Monday's 5:00 p.m.- 7:00 p.m. *or by appointment only</b>
<ul style="list-style-type: none"> <li>Online</li> </ul>	<b>Monday's 5:00 p.m.- 7:00 p.m. *or by appointment using the link <a href="#">HERE</a>.</b>
<ul style="list-style-type: none"> <li>By Appointment</li> </ul>	If you are unable to meet with me during office hours, you may schedule an appointment based on my availability.
<b>Course Information</b>	<b>HIST 2111 202 United States History 1 81737</b>  History 2111 is the history of the United States from the Age of Discovery through the Civil War. The course focuses on the geographical, intellectual, political, economic, and cultural development of the American people and places U.S. events in the context of world politics.
Pre-requisites	<b>None</b>
Credit Hours	<b>3</b>
Course Start and End Date	<b>October 13, 2025 – December 11, 2025</b>
<b>Career-Ready Competencies</b>	<ul style="list-style-type: none"> <li>Intercultural Competence</li> <li>Perspective-Taking</li> <li>Persuasion</li> </ul>
Course Textbook	<i>America's History Volume 1 Until 1865; Tenth Edition</i> , Boston: Bedford St. Martin's; 2012. ISBN-9781319244392. You can purchase an eBook version (at a lower cost) from the AMSC bookstore. You are required to get a textbook for this course.
Required Resources	<b>Access to Macmillan Learning/Achieve</b>

Core IMPACTS Learning Outcomes	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.							
Course Learning Objectives	<p>After completing this course, students will be able to:</p> <p>LO1: Identify and evaluate the major controversies, issues, personalities, problems, and trends in U.S. history up to 1865.</p> <p>LO2: Exhibit comprehension of the historical process of continuity and change.</p> <p>LO3: Recognize the role of diversity in American society.</p> <p>LO4: Determine the relationship between local and national issues and events.</p> <p>LO5: Appraise how and why the historical interpretations of the controversies, issues, personalities, and problems have changed over time.</p> <p>LO6: Evaluate trends and issues in intellectual and cultural history and be able to relate them to topics in U.S. History.</p> <p>LO7: Place issues and events of U.S. History in a global context.</p> <p>LO8: Analyze the trials and contributions of the many cultures that make up American society.</p> <p>LO9: Analyze the extent to which historical and contemporary American society has embraced the ideals of the Colonial, Revolutionary, and Constitutional periods.</p> <p>LO10: Describe the ways geography has impacted historical processes.</p> <p>LO11: Read and interpret maps.</p> <p>LO12: Develop skills in critical thinking, collaboration, and organization.</p> <p>LO13: Undertake research using a variety of materials.</p> <p>LO14: Differentiate between primary and secondary sources.</p> <p>LO15: Analyze, synthesize, and interpret primary and secondary sources and clearly communicate results using a variety of media.</p> <p>LO16: Formulate a convincing historical argument using primary and secondary sources.</p>							
Important Dates	<b>Holidays</b>	<b>Attendance</b>	<b>Last Day to Reinstatement</b>	<b>Midterm</b>	<b>Last Date to Withdraw</b>	<b>Last Day</b>	<b>Final Exam</b>	



<b>Late Policy:</b>	<p><b>For Assignments:</b> All assignments are due on the announced due date. Suppose you have a conflict or unusual situation that may prevent you from turning in an assignment on the due date. In that case, it is your responsibility to communicate this to the instructor <b>in advance</b>. <b>Approval must be granted; it is not automatic.</b></p> <p><b>Late assignments are accepted at the discretion of the Instructor for emergency situations, and if accepted, points may be deducted (10 points for each assignment).</b></p>
<b>Enrollment Status:</b>	<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>
<b>Attendance Verification (No Show)/Reinstatement</b>	<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 session (per enrolled course). Students who do not complete Mandatory Attendance Assignments and attend class sessions are NOT entitled to keep their financial aid award. 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 course reinstatement process has been completed during 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>

<b>Computer Hardware &amp; Software Requirements:</b>	<p>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.</p>
<b>Minimum Hardware Recommendations to take courses:</b>	<p>D2L System Requirement  Internet Connection:</p> <ul style="list-style-type: none"> <li>· Ethernet Network Capability required</li> <li>· Wireless Network Capability required</li> </ul> <p>Operating System Requirements</p> <ul style="list-style-type: none"> <li>• PC: <ul style="list-style-type: none"> <li>• Compatible Operating System:</li> <li>• Web Browser: Firefox, Chrome</li> </ul> </li> <li>• Mac: <ul style="list-style-type: none"> <li>• Compatible Operating System:</li> <li>• Web Browser: Firefox, Chrome, Safari</li> </ul> </li> </ul> <p>Hardware requirements:  Minimum Technical Specifications for Hardware:</p> <ul style="list-style-type: none"> <li>• A processor of 2GHz or faster</li> <li>• 4GB RAM or greater</li> <li>• 500 GB of Hard Drive space</li> <li>• Monitor and video card with a minimum resolution of 1024x768</li> <li>• Keyboard and mouse</li> </ul> <p>Minimum Technical Specifications for Computer Peripherals:</p> <ul style="list-style-type: none"> <li>• Speakers</li> <li>• Headphones</li> <li>• Microphone</li> <li>• Webcam</li> </ul> <p><b>Software requirements:</b>  Browser Requirements/Supported Browsers</p>

	<p>Compatible Browsers:</p> <ul style="list-style-type: none"> <li>• <a href="https://support.apple.com/downloads/safari">Apple Safari</a> - <a href="https://support.apple.com/downloads/safari">https://support.apple.com/downloads/safari</a> (Mac)</li> <li>• <a href="https://www.google.com/chrome/">Google Chrome</a> - <a href="https://www.google.com/chrome/">https://www.google.com/chrome/</a> (Mac or PC)</li> <li>• <a href="https://www.mozilla.org/en-US/firefox/new/">Mozilla Firefox</a> - <a href="https://www.mozilla.org/en-US/firefox/new/">https://www.mozilla.org/en-US/firefox/new/</a> (Mac or PC)</li> </ul> <p>Application Software</p> <ul style="list-style-type: none"> <li>• Microsoft Office 2016 (Word, Excel, PowerPoint) (Mac or PC)</li> <li>• <a href="https://get.adobe.com/reader/">Adobe Reader</a> - <a href="https://get.adobe.com/reader/">https://get.adobe.com/reader/</a></li> </ul> <p>Plug-ins</p> <ul style="list-style-type: none"> <li>• <a href="https://www.java.com/en/download/">Java</a> - <a href="https://www.java.com/en/download/">https://www.java.com/en/download/</a></li> <li>• <a href="https://get.adobe.com/flashplayer/">Adobe Flash Player</a> - <a href="https://get.adobe.com/flashplayer/">https://get.adobe.com/flashplayer/</a></li> <li>• <a href="https://www.microsoft.com/en-us/download/details.aspx?id=20426">Windows Media Player</a> - <a href="https://www.microsoft.com/en-us/download/details.aspx?id=20426">https://www.microsoft.com/en-us/download/details.aspx?id=20426</a></li> <li>• <a href="https://support.apple.com/downloads/%2523quicktime">Apple QuickTime</a> - <a href="https://support.apple.com/downloads/%2523quicktime">https://support.apple.com/downloads/%2523quicktime</a></li> <li>• <a href="https://www.microsoft.com/getsilverlight/Get-Started/Install/Default">Microsoft Silverlight</a> - <a href="https://www.microsoft.com/getsilverlight/Get-Started/Install/Default">https://www.microsoft.com/getsilverlight/Get-Started/Install/Default</a></li> </ul> <p><b><u>Accessibility:</u></b> Wi-Fi is also available for use in the campus parking lots.</p>
<b>Tutoring Services</b>	<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"> <li>❖ 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 <a href="https://calendly.com/amscwritingcenter/30min">https://calendly.com/amscwritingcenter/30min</a></li> <li>❖ <a href="https://www.tutor.com">Tutor.com</a> 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</li> </ul>

	<p>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.</p> <p>❖ TutorOcean is a tutorial for students enrolled in STEM courses such as Biology, Chemistry, Mathematics, and Computer Science. Access TutorOcean and sign up at <a href="https://atlm.tutorocean.com">https://atlm.tutorocean.com</a>.</p>
<b>Americans with Disabilities Act (ADA) Statement</b>	<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 &amp; 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>
<b>Office of Counseling and Accessibility Services</b>	<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 ADAAAA defines “disability” as a physical or mental impairment that substantially limits one or more major life activities. If you feel</p>

	<p>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</p> <p><a href="https://www.atlm.edu/students/counseling-and-disability-services.aspx">https://www.atlm.edu/students/counseling-and-disability-services.aspx</a>.</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>
<b>Withdrawal</b>	<p><b>Withdrawal from a course is solely the responsibility of the student.</b> Instructors will not initiate student withdrawals. A student who wishes to withdraw from a course <b>MUST</b> submit a completed Withdrawal Form (Schedule Reductions Form) to the Registrar's Office before mid-term in order to receive a grade of <b>“W”</b> 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>
<b>Incomplete Grade Policy</b>	<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>

<b>Time Commitment</b>	<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>
<b>Student Expectations</b>	<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"> <li>• Participate in this course by following the guidelines of this syllabus and any additional information the instructor provides by email, telephone, discussion forums, etc.</li> <li>• Please speak with your instructor <b><u>in advance</u></b> 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.</li> <li>• Sign-in to Brightspace D2L and / or Courseware to complete assignments regularly.</li> <li>• Read, study, and complete all assignments by the due dates.</li> <li>• Monitor Brightspace D2L course calendar.</li> <li>• Have access to a computer and the Internet. Make certain computer meets the technical requirements for computer course.</li> <li>• Be courteous, polite and respectful to faculty, staff and fellow students.</li> </ul> <p>For online courses, the instructor will use Brightspace D2L email for all course related correspondence. Check <b><u>Brightspace D2L email</u></b> as well as <b><u>Ginger email daily</u></b> to stay abreast of what is going on in class.</p>

<b>Online Discussion Protocol</b>	<ul style="list-style-type: none"> <li>• The purpose of the discussion forum is to have interactive online discussions with our class community about specific topics, assignments, or readings.</li> <li>• 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.</li> <li>• You are expected to conduct yourself in a mature, courteous, and mutually respectful manner.</li> <li>• Always sign your name.</li> <li>• Postings should be well written with proper punctuation, spelling and grammar. Avoid the use of all caps or multiple punctuation elements (!!!???). Postings should be a minimum of 3 – 4 sentences.</li> <li>• Check postings for responses from others and respond in kind.</li> <li>• Postings should be evenly distributed throughout the week. Avoid making only weekend postings.</li> <li>• Encourage further discussion by building on current threads.</li> </ul> <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>
<b>Degree Relevance and Enrollment Status</b>	<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 <b>must</b> 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>
<b>Abandoning a Course</b>	<p>Abandoning a course should be avoided at all cost. 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>

<b>Academic Honesty</b>	<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 Catalogue the Penalties for Academic Misconduct states:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The maximum penalty the instructor may impose is a grade of “F” for the course.</b></p>
<b>Class Cancellation</b>	<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 <b>MUST</b> 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>
<b>Class Schedule</b>	<p><b>THEME: WEEK 1 - 10/13/2025</b></p> <p><b>First Week of Class:</b></p> <ul style="list-style-type: none"> <li>- Introductions, discuss/review the syllabus and class expectations.</li> <li>- <a href="#">E. H. Carr's <i>What Is History?</i> (click download)</a></li> <li>- <a href="#">Why Study History? (click download)</a></li> <li>- <a href="#">Taking Notes Skills!</a></li> <li>- <a href="#">Study Skills!</a></li> <li>- <b><a href="#">Weekly Discussion Post (please check and complete in D2L)</a></b></li> </ul> <p><b>THEME: WEEK 2 -</b></p> <p><b>Chapter 1: Colliding Worlds, 1491-1600 &amp; Chapter 2: American Experiments, 1521-1700 Chapter 3: The British Atlantic World, 1607-1750</b></p> <p><u>Week 2 Supplemental Readings:</u></p> <ol style="list-style-type: none"> <li>1. <a href="#">Reading:</a> Curry Stephenson Malott, et al "African Influences in Ancient Central America"</li> <li>2. <a href="#">Reading:</a> Heke Paul's "Christopher Columbus and the Myth of 'Discovery'"</li> <li>3. <a href="#">Reading:</a> Bartolome de la Casas "Destruction of the Indies" (Primary Source)</li> <li>4. <a href="#">Reading:</a> Jane Landers' "Africans in the Spanish Colonies"</li> <li>5. C. Ewing and J.B. Lamy's "Short History of the Pueblo Indians of New Mexico"</li> <li>6. Jane Landers' "American Slavery: Historians Trace Roots to Florida 1565, not 1619"</li> <li>7. <a href="#">Reading:</a> Jane Landers' "Slavery in the Lower South"</li> <li>8. <a href="#">Reading:</a> Jane Landers' "Africans in the Spanish Colonies"</li> <li>9. <a href="#">Reading:</a> "The Interesting Narrative of the Life of Olaudah Equiano, 1750s"</li> <li>10. <a href="#">Reading:</a> James Horn's "The Founding of English America: Jamestown"</li> </ol>

11. [Reading](#): Edmund S. Morgan's "The Labor Problems at Jamestown, 1607-1618"
12. [Reading](#): Aiden T. Vaughan's "The Origins Debate: Slavery and Racism in Seventh-Century Virginia"

**THEME: WEEK 3 -**

**Chapter 4: Growth, Diversity, and Conflict, 1720-1763 & Chapter 5: The Problem of Empire, 1754-1776 Chapter 6: Making War and Republican Governments, 1776-1789**

Week 3 Supplemental Readings:

1. [Reading](#): Samuel Morison's "The Plymouth Colony and Virginia"
2. Philip Ranlet's "Another Look at the Causes of King Philip's War"
3. [Reading](#): Wilcomb E. Washburn's "Governor Berkeley and King Philip's War"
4. [Reading](#): "Bacon's Rebellion"
5. [Reading](#): "Primary Source: Bacon's Rebellion"
6. [Reading](#): Benjamin Ray's "The Salem Witch Trials"
7. [DocuVid](#): "The Daily Lives of Women in Colonial America with Carol Berkin"
8. [Hofstadter, Chapter 1](#): "The Founding Fathers: An Age of Realism"
9. [Reading](#): Robert Rossel's "The Great Awakening: An Historical Analysis"
10. [Reading](#): Joseph Conforti's "The Invention of the Great Awakening, 1795-1842"
11. [Reading](#): Mark A. Noll's "The American Revolution and Protestant Evangelicalism"
12. [Video](#): "A Complete History of American Evangelicalism"
13. [Reading](#): William Freehling's "The Founding Fathers and Slavery"
14. [Video](#): "What Influenced the Founders and the U.S. Constitution?"
15. [Video](#): "Locke and Montesquieu: The Philosophers Behind the Founders"
16. [Video](#): "The Enlightenment and The American Revolution."

**THEME: WEEK 4 -**

**Chapter 7: Hammering Out a Federal Republic, 1787-1820 & Chapter 8: Economic Transformations, 1800-1848 & Chapter 9: A Democratic Revolution, 1800-1848**

Week 4 Supplemental Readings:

1. [Reading:](#) Holly McCammon and Karen Campbell's "Winning the Vote in the West"
3. [Reading:](#) Harriet Beecher Stowe's *Uncle Tom's Cabin*
4. [Video:](#) "The Mexican-American War Documentary"
5. [Video:](#) "Why Mexico Banned Immigration from the U.S"
6. [Hofstadter, Chapter 3:](#) "Andrew Jackson and the Rise of Liberal Capitalism"
7. [Hofstadter, Chapter 4:](#) "John C. Calhoun: The Marx of the Master Class"
8. [Reading:](#) The Crisis of 1833: Tariffs and Nullification
9. [Hofstadter, Chapter 5:](#) "Abraham Lincoln and the Self-Made Myth"
10. [Ibram X. Kendi Chapter 16:](#) "The Impending Crisis" from *Stamped from the Beginning*
11. [Video:](#) "The Founding Fathers"
12. [Reading:](#) Alexis de Toqueville's *Democracy in America*
13. [Reading:](#) "The Sommersett Case and the Slave Trade" printed in *The London Chronicle*
14. [Reading:](#) Jerome Nadelhaft's "The Sommersett Case and Slavery: Myth, Reality, and Repercussions"
15. [Reading:](#) "Making the Revolution, 1763-1791" (Primary Sources)

**THEME: WEEK 5 -**

**Chapter 10: Religion, Reform, and Culture, 1820-1848 & Chapter 11: Imperial Ambitions, 1820-1848**

Week 5 Supplemental Readings:

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

[David Geggus's](#) "Slave Rebellion during the Age of Revolution"

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

[Reading:](#) Robert Feer's "Shay's Rebellion and the Constitution: A Study in Causation"

Video: Mary Sarah Bilder's *Madison's Notes*

Hofstadter, Chapter 2: "Thomas Jefferson: The Aristocrat as Democrat"

Reading: Jonathan Israel's "Jefferson and the French Revolution"

Reading: Thomas Ray's "Not One Cent for Tribute: XYZ Affair"

Reading: Andrew Robertson's "Reconceptualizing Jeffersonian Democracy"

Reading: WJ Rorabaugh's "The Political Duel in the Early Republic: The Hamilton-Burr Duel"

**THEME: WEEK 6 -**

**Chapter 12: Sectional Conflict and Crisis, 1844-1861 & Chapter 13: Bloody Ground: The Civil War, 1861-1865 & Chapter 14: Reconstruction, 1865-1877**

Week 6 Supplemental Readings:

Hofstadter, Chapter 3: "Andrew Jackson and the Rise of Liberal Capitalism"

Hofstadter, Chapter 4: "John C. Calhoun: The Marx of the Master Class"

Ibram Kendi Chapters 13 and 14 in *Stamped from the Beginning*

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"

5. Reading: "Searching for the Gold Mountains"

6. Reading: "Struggling for Work"

7. Reading: "Intolerance"

8. Reading: "Irish-Catholic Immigration to America"

9. Reading: "Adaptation and Assimilation"

10. Reading: "Religious Conflict and Discrimination"

11. Reading: "Racial Tensions"

12. Reading: (Italians: Find readings on the left) "Early Arrivals," "The Great Arrival," "Ellis Island," and "Under Attack"

	<p>13. <a href="#">Reading</a>: Frederick Douglass' Fourth of July Oration"</p> <p>14. <a href="#">Reading</a>: Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>, pp. 430-452.</p> <p>15. <a href="#">Reading</a>: The Dred Scott Decision, 1856 (Primary Source)</p> <p>16. <a href="#">Reading</a>: <i>John Brown: A Biography</i> by W.E.B. Du Bois Chapter 12: "The Riddle of the Sphinx" Chapter 13: "The Legacy of John Brown"</p> <p>17. <a href="#">Hofstadter, Chapter 5</a>: "Abraham Lincoln and the Self-Made Myth"</p> <p><a href="#">Ibram X. Kendi Chapter 16</a>: "The Impending Crisis" from <i>Stamped from the Beginning</i></p> <p>18. <a href="#">Reading</a>: Philip Shaw Paludan's "Lincoln and Colonization: Policy or Propaganda"</p> <p>19. <a href="#">Reading</a>: G.S. Boritt's "The Voyage to the Colony of Lincoln: The Sixteenth President, Black Colonization, and the Defense Mechanism of Avoidance."</p> <p>20. <a href="#">Reading</a>: Martin P. Johnson's "Did Abraham Lincoln Sleep With His Bodyguard?"</p> <p>21. <a href="#">Reading</a>: Charles H. Wesley's "Lincoln's Plan for Colonizing the Emancipated Negroes"</p> <p>22. <a href="#">Reading</a>: Jourdon Anderson's letter to his former slave master, July 1865 (<a href="#">video</a>)</p> <p>23. <a href="#">Reading</a>: John Matthew's "Negro Republicans in the Reconstruction of Georgia"</p> <p>24. <a href="#">Reading</a>: Henry McNeal Turner's 1868 speech "I Claim the Rights of a Man"</p> <p>25. <a href="#">Reading</a>: Eric Foner's "Why Reconstruction Matters"</p> <p>26. <a href="#">Reading</a>: Erik J. Chaput's "The Reconstruction Wars Begin"</p> <p>27. <a href="#">Reading</a>: Jon Meacham's "The South's Fight for White Supremacy"</p> <p>28. Ibram X. Kendi's <i>Stamped from the Beginning</i>: <a href="#">Chapter 18 "Ready for Freedom?"</a> and <a href="#">Chapter 19 "Reconstructing Slavery."</a></p> <p>29. W.E.B. Du Bois' <a href="#">Black Reconstruction</a></p>
<b>Grading Scale</b>	<p>Problems related to the grading policy for this course or other course management concerns should be first brought to the attention of the course professor. However, the grievance procedures outlined in the AMSC Student Handbook and the Academic Catalog may be followed to resolve unsettled problems or concerns.</p>

	<b>A=90-100</b> <b>B=80-89</b> <b>C=70-79</b> <b>D=60-69</b> <b>F=0-59</b>
<b>Grade Distribution</b>	<p>Class Participation/Weekly Discussions  Posts.....  30%</p> <p>Supplemental  Readings.....10%</p> <p>Achieve  Assignments.....30%</p> <p>Tests/Quizzes (Midterm &amp; Final,  etc.).....3  5%</p> <p><b>Each student's final grade is based on points earned during the semester on examinations, quizzes, assignments, discussion posts, class participation, etc.</b></p>
<b>Grade Appeals and Student Complaint Policy and Process</b>	<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:  <a href="https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf">https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf</a></p> <p>For student complaint policy and process, refer to AMSC student catalog pages 51/52.</p>
<b>Frequently Asked Questions and Helpful Links</b>	

<b>I need:</b>	<b>LINK</b>
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 <a href="https://atlm.view.usg.edu/">https://atlm.view.usg.edu/</a></p> <p>You can also access Brightspace (D2L) from the <a href="#">College's webpage</a> and click on Brightspace (D2L) on top.</p>
Who is my Advisor? Where can I receive Advisement and Tutoring assistance?	<a href="#">Center for Academic Advising and Success (CAAS)</a>
What do I do if I face technical issues while taking a quiz or turning in an assignment in Brightspace	<p><a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a> You can reach the GaView Helpdesk 24/7/365 days at 18557724423</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 do I do?	<p>If you are unable to download Respondus to your computer, please email the Office of Testing at <a href="mailto:Testing@atlm.edu">Testing@atlm.edu</a> at least 24 hours in advance requesting a testing appointment at the Testing Lab.</p> <p>For Respondus issues, please contact <a href="https://web.respondus.com/contact/">https://web.respondus.com/contact/</a>.</p>
Where do I go for ADA Accommodations	<a href="https://www.atlm.edu/students/counseling-and-disability-services.aspx">https://www.atlm.edu/students/counseling-and-disability-services.aspx</a>

I have a complaint. Where do I go?	Fill out and submit the <a href="#">Student Complaint form</a>
I have an issue with my grade. How may I appeal my grade.	Read the brochure and follow the instructions to <a href="#">appeal your grade</a> .
How do I Withdraw from a Course	Follow the Course Withdrawal Process <a href="#">here</a>
I have a Hardship. How do I do a Hardship Withdrawal?	Follow the Hardship Withdrawal Process <a href="#">here</a>
To Know the Campus Carry/HB 280 Policy	<a href="#">House Bill 280 Guidelines</a>
<b>Disclaimer</b>	<i>Information contained in this syllabus and schedule was, to the best of the instructor's knowledge, considered correct and complete when distributed for use at the beginning of the semester. This syllabus should be considered only a guide for the 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>