

THIS SYLLABUS IS REQUIRED READING. ALL MATERIALS POSTED OR LINKED ON THE COURSE WEBSITE ARE REQUIRED READING UNLESS THE INSTRUCTOR EXPRESSLY STATES OTHERWISE. “REQUIRED READING” MEANS THAT THE STUDENT 1) IS PRESUMED TO HAVE READ AND TO BE FAMILIAR WITH THE MATERIAL AND 2) IN THE CASE OF ADMINISTRATIVE MATERIAL, THAT THE STUDENT MUST COMPLY WITH THE TERMS AND CONDITIONS SET FORTH THEREIN. BY REMAINING ENROLLED IN THIS COURSE, THE STUDENT CONSENTS TO THESE TERMS AND CONDITIONS AS WELL AS ALL APPLICABLE UNIVERSITY AND USG RULES, REGULATIONS, AND POLICIES.

Basic Course Information

SYLLABUS FOR

HISTORY 2111-21 CRN 83213

UNITED STATES HISTORY TO 1865

WALKER 205, COCHRAN, MONDAY AND WEDNESDAY 2:00 PM-3:15 PM

FALL 2025

THREE CREDIT HOURS

www.buckmilton.com

All students must check 1) the above website, 2) D2L/Brightspace (including their D2L email account), and 3) their official MGSU email accounts every day for announcements and communications from the instructor. On class days, check *before* class. All students will be presumed to have done so. All students are responsible for any information communicated to them through both of these avenues.)

This is a Core IMPACTS course that is part of the Citizenship area.

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

This area should direct students toward a broad Orienting Question:

How do I prepare for my responsibilities as an engaged citizen?

Completion of this area should enable students to meet the following Learning Outcome:

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 content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

Critical Thinking is inherent in the study of History. Through discussions and/or written assignments, students analyze ideas, interpret information, retain facts, and apply ideas. Students, in the process of conducting research and summarizing information engage in the essential components of Critical Thinking.

Intercultural Competence is a foundational aspect of HIST 2111 and HIST 2112. These courses include content related to slavery, immigration, domestic and international conflict, cultural interactions, and the process of change over time.

Persuasion is an essential part of developing and communicating a perspective on a subject. Through discussions and/or written assignments, students develop a clear thesis statement and present evidence supporting that statement.

For all course-related institutional policies, please see <https://www.mga.edu/center-excellence-teaching-learning/syllabi-policies.php>.]

Instructor Information

Dr. Buckner F. Melton, Jr.

Email:

- buckner.melton@mga.view.usg.edu from within D2L/Brightspace whenever possible.
- When D2L access isn't available, you may use buckner.melton@mga.edu but you must identify your *campus*, *course number*, and *section number* whenever you email me on this account. Failure to do so, or misidentification of any of these, may result in a delayed reply or administrative errors that disrupt your enrollment.
- Emails will be answered as promptly as circumstances permit.

Phone: (478) 471-5749 (email is strongly preferred to phone)

Office Hours and Locations: TBA and by appointment

Detailed Course Information

Required texts/materials:

- 2111 Course Outline, available at www.buckmelton.com
- Internet-based materials as noted herein

Supplemental materials:

- Catherine Locks et al., *History in the Making: A History of the People of the United States of America to 1877*, available at www.buckmelton.com
- I can provide to any student on request a list of additional supplemental textbooks or other relevant reading.

Description: Description: This is a survey of U.S. history to the post-Civil War period. Special emphasis will be placed on the political, intellectual, cultural, and economic forces that transformed the U.S. during the period. Meets state legislative requirements for United States and Georgia history.

Official Course Student Learning Outcomes: Students will demonstrate an understanding of American History and related political, social, institutional, cultural, and economic developments. The instrument used to measure this outcome will be the final examination.

By the end of this course, the successful student should be able to:

1. Identify major figures and/or events in US and Georgia history to 1865.
2. Explain how political, economic, military, diplomatic, religious, and/or cultural factors influenced US and Georgia development to 1865.
3. Apply college-level competencies in reading comprehension, documentary analysis, research, and/or historical writing.
4. Identify the historically-appropriate major concepts in US and Georgia founding documents (Declaration of Independence, US Constitution and Bill of Rights, Articles of Confederation, Federalist Papers, Georgia Constitution and Bill of Rights), as well as other chronologically significant documents (Gettysburg Address, Emancipation Proclamation, Letter from Birmingham Jail).

Prerequisites/standards: This course has no official prerequisite courses. This is, however, a college-level course that awards college credit under the auspices of the University System of Georgia. To earn this credit, students in this course must perform passing college-level work as determined by the instructor applying professional standards of evaluation. All students in this course are presumed to be both 1) *capable of* and 2) *willing to perform* passing college-level work in the English language. One or both of these presumptions shall be rebutted by a student's poor performance in the course. Barring formal withdrawal by the official deadline or some other reason acceptable to the administration, any student whose performance in this course does not constitute passing college-level work will receive an F in the course. *This F will become a permanent part of the student's college transcript.*

Technology Requirements: Regular and reliable Internet access to the course web page and its contents is required. Use of a desktop or laptop computer is *strongly encouraged*. You can't do this course on a phone.

COVID-19 course modification Information

Because of the current pandemic, adjustments to the course schedule, delivery of course content, and quizzes/testing/evaluation are possible and even likely. **I reserve the right to make reasonable adjustments of this sort at any time in the course.** Areas in which I have already made adjustments are noted below in **orange writing**.

Schedule, Requirements, Grading Policy

Tentative Course Schedule: This is located on the course web page and is hereby incorporated into this syllabus by reference. Please make sure that the schedule you consult is the one for your specific section. Please note that the schedule is tentative and may be revised (orally or in writing) as circumstances warrant.

Course Requirements: Students will be evaluated as described below.

Examinations: The course will include a mid-term exam and a final exam. The final exam will test only on the material covered since the mid-term exam, with such exceptions as I expressly state. Each exam will consist one or more of three types of question.

The first type of question is multiple choice.

The second type of question is essay; an essay section will contain two or more broad essay questions, of which the student chooses only one to answer.

The third type of question will contain between five and ten names, terms, or phrases; the student will be asked to select several of these, to identify them, and to describe their importance.

I follow a blind grading policy on all examinations. To take each exam, each student must identify himself on the exam with the last four digits of his student ID number. FAILURE TO DO SO PROPERLY MAY RESULT IN A ZERO ON THE EXAM. Other numbers, such as driver's license number or social security number, are unacceptable.

COVID-19 provision: I expect and plan to administer these examinations in class, but if the administration requires it, I will switch to on-line via distance learning/D2L/Brightspace. If administered in class, these examinations are closed-book/closed note. If administered on-line, these exams will be open-book/open note, and they must be handwritten. An open book/open note examination should draw its information primarily from material presented in class lectures and the course outline. If you give me a magnificent treatise on the question asked that nevertheless clearly rests mainly on information from other sources—sources I didn't include in class materials—you will receive no credit for this information. Outside information is fine as long as you also include the information I covered.

Please be advised that it is very dangerous to fail to study for an open book/open note exam for two reasons. First, we may not know until a few days ahead of time whether the exam will be in person (closed book/closed note) or remotely administered (open book/open note). If you're betting on the latter and end up having to do the former, you're going to be in very bad trouble. Next, even if you know for a fact the exam is going to be open book/open note, you will find that there's simply too much information for you to try to learn it and communicate it over the space of just an hour or two. If you're not familiar with it going in, you're not going to do a good job even with the outline and your notes sitting right there in front of you. This is especially the case since my standards will be higher given the additional resources you have. You have been warned.

Quizzes: Beginning the second week of class, and for most of the course at my discretion, I will give a quiz at the beginning of the first class of the week. Each quiz will cover

- 1) the information that we have covered in class the previous week;
- 2) all information in the outline pages accompanying that in-class material whether or not I have specifically mentioned that information in class;
- 3) any assignments of materials made the previous week; and
- 4) all material on the outline four pages ahead of where the last class left off.

These quizzes are designed to encourage you to study the course material regularly instead of waiting until just before the exam, and to give you feedback on how well you are absorbing the material. *There will be no opportunities to take make-ups on quizzes or to time-shift quizzes (taking them at times other than scheduled). If you miss a quiz, for whatever reason, you earn a zero on that quiz.* At the end of the semester I will drop each student's two (2) lowest quiz grades. (The value of any single quiz is low enough that if you miss or fail a couple of quizzes, it should not have a major impact on your final course grade, but if you get into the habit of missing or failing them, your grade will suffer.) I may discontinue quizzes at my discretion.

These quizzes are designed to be easy to pass—in fact, they are designed to be easy to make a 100 on—for the student who has studied adequately. (Note: “studying adequately” does not mean waiting until fifteen minutes before the quiz to look over your notes.) *If you are regularly failing quizzes, it means that you lack a basic understanding of the material covered in class, on the course outline, in any assigned web page links, or other expressly assigned materials for the previous week.* To fix this problem, you either need to increase your weekly study time, or improve your study skills, or both. *Individually, the quizzes are worth very little, but cumulatively, they can have a major impact on your grade. This means that a bad grade in this course can “sneak up” on you if you don’t take these quizzes seriously.*

On occasion I may substitute a homework or out-of-class assignment for a quiz. The assignment will take the place of that week’s quiz and count exactly the same as that week’s quiz.

To encourage you to take quizzes seriously, I have the following policy: Any student achieving a rounded average of 80 or higher (i.e., B or higher) on the quizzes by the end of the course will be given the option of exempting the final exam completely. If you choose this option, your quiz average will also be counted as your grade for the final exam.

D2L/Brightspace assignments: Early in the semester each student will have the opportunity to complete two (2) assignments on D2L/Brightspace. One will be an assignment on note-taking skills and the other will be an assignment on exam-taking skills. Successful completion of each assignment by a hard deadline (see course schedule) will earn the student up to a five-point bonus on the mid-term exam for each assignment, for a total of up to ten (10) points.

On occasion, students may have to complete other audio assignments on D2L/Brightspace by an announced deadline. Because class coverage will build on this audio material, failure to complete these assignments by the deadline may result in a penalty of up to five (5) class points per assignment at the instructor’s discretion and will probably result in the student’s reduced grasp of classroom material, which could lead to lower quiz and exam grades.

Practice essay submission: Prior to the mid-term exam, each student must submit a practice exam essay. This assignment is open-book and pass/fail, but you must complete it before you are eligible to take the mid-term exam. Failure to attempt this assignment by the deadline (see schedule) will disqualify you from taking both the mid-term exam and the final exam, and you will receive zeros on both exams.

Mandatory conference: After the mid-term exam, I reserve the right to require students to attend a brief mandatory conference to discuss mid-term exam and future performance. Failure to meet with me may result in a five (5) point penalty on the final exam.

Class performance/participation points: This course is interactive and not merely a lecture course. I will thus sometimes ask questions for discussion by the class, and often I will call upon individual students to answer hypothetical questions, offer conjecture, draw conclusions based on information I supply, or otherwise contribute to the discussion. Adequate responses are expected and required. (By “adequate” I mean responses that show you’ve been following the day’s material and make some effort at a reasonable answer.) A student who responds in a superior fashion may be *rewarded* with one or more points on an upcoming examination or on the final course grade. (By “superior” I mean a response that draws excellent connections among facts and ideas, shows evidence of excellent reasoning skills, or otherwise comprises a particularly valuable contribution to the discussion or material.) A student who responds in an inadequate fashion may be *penalized* one or more points on an upcoming examination or on the final course grade. (By “inadequate” I mean either a lack of response or a response that shows the student to be clearly uninterested in or unaware of the material being covered at that time). Further, a student who refuses to identify himself or herself by name when requested to do so will automatically be penalized one or more points. I reserve the right to cap

maximum points given above ten (10) points per exam. Failure to take an exam will cause forfeiture of all positive participation points earned for that exam (this doesn't include makeup mid-terms or exempted finals, on which students will receive their points).

Please note that quantity doesn't make up for quality in terms of class participation. A student who frequently volunteers (i.e., without my solicitation) inadequate, or merely adequate, input in an attempt to gain points will not thereby gain any, and may in fact lose points if the constant interjections become disruptive. (I will give you notice if your interjections appear to me to be disruptive.) On the other hand, *genuine questions or requests for clarification, along with the volunteering of informed or insightful comments, are always welcome, will never result in a penalty*, and may receive one or more points.

COVID-19 provision: If we have to go completely online, I may at my discretion award participation points for insightful questions or comments posed on D2L/Brightspace.

Mandatory meetings with instructor: I reserve the right to require a mandatory meeting of ten to fifteen minutes after the mid-term exam for students whose performance is unsatisfactory. Failure to keep this appointment may result in a ten (10) point penalty on the final exam.

Missing/making up quizzes and examinations:

Missing a quiz: You may not time-shift quizzes (i.e., take them at times other than scheduled for your section), regardless of reason. If you miss a quiz, for whatever reason, your only option is to take all missed quizzes at the same time as the final exam.

Exam policy: Examinations are mandatory, and the opportunities to time-shift an exam or to make up a missed exam are severely limited. *All make-up examinations will be considerably more difficult than the regularly scheduled examinations.* This is designed 1) to deter students from choosing the option of taking exams at a later time except when circumstances force them to, and 2) to reflect the additional study time that students have available when taking the exam at a later time than the rest of the class. (Among other differences, make-up examinations, unlike regular examinations, do not offer a student a choice of essay or short answer questions but instead require the student to answer questions of the instructor's choice.)

Missing/making up the mid-term: A student who misses the mid-term will take a make-up mid-term at the time scheduled for the final examination, i.e., s/he will take both the makeup and final exams together; when time doesn't permit this, the student will take the makeup at the university-scheduled time for the final exam or, failing this, at my discretion.

Missing the final exam: Final examinations for *all* students in the section as a group will be given *either* at the at the university-scheduled time for the final exam for the time and date this section meets, *or* on the last day of class (not both), at the instructor's discretion. (In other words, I have a choice as to when to schedule the final, but students don't have a choice.) I'll announce the date at least two weeks beforehand.

Unlike mid-term examinations, final examinations may not be made up or time-shifted. If you miss the final exam, you miss the final exam and you will receive a zero on it. Finals take place at the end of the semester when my grading schedules and commitments are tight and I face deadlines from the registrar for submitting my course grades. I cannot arrange to schedule special makeup finals for individual students. If you can provide me with *written official documentation of an emergency or some official compulsory reason for absence*, I will exempt you from the final exam if I receive that documentation before the deadline I face for submitting course grades to the registrar. If you are exempted on this emergency basis, the quizzes will count 20% of your grade and the mid-term will count 80% of your grade. Examples of emergencies or official compulsory reasons that will permit an exemption, if documents, include but aren't limited to 1) military deployment, exercise, or transfer orders, 2) subpoenas or summons for court appearances, 4) official written requests from MGSU officials for accommodations in light of academic, athletic, or disability

requirements, 5) official documentation of a death, grave illness, or other major medical emergency in the *immediate* family (e.g., funeral notice, death certificate, emergency room or urgent care admission form showing *major* medical issue, and the like, or 6) official documentation of an act of God (e.g., police report of traffic accident or major breakdown on the way to take the exam). Again: whatever the reason, it is not enough to tell me that an emergency or the like has occurred; *you must provide me with official written documentation before my grades are due*. This documentation is subject to my verification. Absent this documentation, you get a zero on the final.

Examples of reasons that *won't* suffice to permit a rescheduled or makeup final, regardless of documentation, include but aren't limited to 1) oversleeping on the day the final exam is scheduled, 2) forgetting when the final exam is scheduled, 3) routine doctor or dental visits, 4) having non-refundable (or any) plane tickets for a date prior to the scheduled final exam, 5) being scheduled to work during the final exam, 6) having child care issues during the scheduled final exam, 7) attending a student protest or political rally when the final exam is scheduled, 8) being out of town, visiting home, or visiting parents during the scheduled final exam, and 9) incarceration of the student. The fact that this policy may cause you inconvenience is no excuse. Scheduling makeup exams causes *me* considerable inconvenience at a very busy point in the semester and, more importantly, is potentially unfair to your fellow students, who may have inconvenienced themselves to make it when you didn't. As noted elsewhere in this syllabus, you are free to attend or not to attend on days when there are no exams, but on the two days when we have an exam, you must be here. You are strongly advised to arrive on time for an exam, but at any rate, you must arrive before the first student taking the exam leaves the room. If you arrive after that point you have officially missed the exam and may not take it on that occasion.

Grading system:

A (Excellent work)	90 - 100
B (Good work)	80 - 89
C (Satisfactory work)	70-79
D (Passing work)	60-69
F (Failing work)	0-59

Assignment:

Mid-term exam	40%
Final exam	40%
Quizzes (cumulative)	20%

How can you tell the difference between an A and a B, or a C and a D?

A—To achieve this grade you must display superior performance in your course work. This includes demonstrating that you have mastered the substantive information and concepts presented in the Course Outline, the lectures, and related links; an outstanding ability to process and comprehend complex ideas, including the interrelationships of facts and ideas presented in this course; and an outstanding ability to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond basic C level requirements and excel in his/her preparation for and presentation of assigned work. S/he will demonstrate excellence in communication skills and the ability to contextualize material.

B—To achieve this grade you need to display above average performance in your course work, including demonstrating that you have very good understanding of the substantive information and concepts presented in the Course Outline, the lectures, and related links; a very good ability to process and comprehend complex ideas, including the interrelationships of facts and ideas presented in this

course; and a very good ability to convey those ideas to others in a clear, intelligent manner. A "B" student will go beyond basic C level requirements in terms of preparation and presentation of assigned work. You will demonstrate above average communication skills and ability to contextualize material.

C—For this grade, you must meet the minimum requirements for the course, displaying Adequate understanding of the substantive information and concepts presented in the Course Outline, the lectures, and related links; an adequate ability to process and comprehend complex ideas, including the interrelationships of facts and ideas presented in this course; and an adequate ability to convey those ideas to others in a clear, intelligent manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and ability to contextualize materials.

D—A student receiving this grade is performing below the minimum requirements for the course. This could include one or more of the following: failure to complete or turn in assignments on a timely basis; failure to demonstrate adequate familiarity with or understanding of the substantive information and concepts presented in the Course Outline, the lectures, and related links; failure to demonstrate adequate ability to process and comprehend complex ideas, including the interrelationships of facts and ideas presented in this course; or failure to demonstrate adequate ability to convey those ideas to others in a clear, intelligent manner. A "D" indicates that your performance is below the average in terms of preparation and presentation of assigned work. You may not be demonstrating adequate communication skills or ability to contextualize materials.

F—If you receive an F, you have failed to meet the requirements of the course, including one or more of the following; failure to complete or turn in assignments, or failure to complete or turn in assignments on a timely basis; failure to demonstrate adequate familiarity with or understanding of the substantive information and concepts presented in the Course Outline, the lectures, and related links; failure to demonstrate adequate ability to process and comprehend complex ideas, including the interrelationships of facts and ideas presented in this course; or failure to demonstrate adequate ability to convey those ideas to others in a clear, intelligent manner. An "F" student has not performed in a manner satisfactory to the standards of the class.

Extra credit: No extra credit is available in this course.

Adjustments to your grade: If you believe your work has been graded incorrectly, you must inform me *in writing* (e.g., by email). In your communication, explain as thoroughly as possible 1) what mistake you believe I made and 2) how you think it should be remedied. As you do so, please keep in mind the criteria listed for essay grading found in this syllabus. I am perfectly willing to reread any written work and change any grade that was assigned incorrectly, but you should be aware that I will not “curve” grades to compensate for poor performance by the class as a whole.

Course Policies

Attendance/makeup exams/conduct: This course has no mandatory attendance policy. By that I mean only that I will not automatically penalize you for unexcused absences. Your regular attendance is important: I do track attendance and report nonattendance and last date of attendance to the administration. In some circumstances, excess absences or nonattendance may result in loss of scholarship or financial aid. Students will be considered present if they either a) attend in person or, if assigned via D2L, b) listen to recorded lecture in its entirety before the next class meets. The Department of History reserves the right to contact students whose number of absences is excessive. I myself reserve the right to drop you from the course if one or more of the following conditions: 1) In an in-person or hybrid class, if you simply stop attending class without contacting me or responding to my emails for two weeks or four class meetings, whichever is later;

2) In an online course, if you fail to complete more than three assignments in a row by the deadline without contacting me or responding to my emails. **IF YOU ARE FEELING UNWELL OR HAVE REASON TO BELIEVE THAT YOU HAVE BEEN EXPOSED TO THE COVID-19 OR ANY OTHER INFECTIOUS DISEASE, DO NOT COME TO CLASS.** Instead, notify me immediately and fill out [the form at this link](#).

If you plan to attend class, please make all reasonable efforts not to come into class late. (“Reasonable” here means efforts that don’t endanger the life, health, welfare, or safety of students or others.) Late arrivals interrupt the class and are a disturbance to your fellow students. Be on time. (“On time” means on time, not a minute or two after the class begins.) If you foresee regular difficulty in arriving on time, please see me about this.

In addition to arriving on time, students are expected and required to conduct themselves in a civil manner that is respectful of, and avoids disturbing, the instructor and other students. Students who violate this policy will be referred to the Office of Student Affairs for disciplinary action as outlined in the MGSU Student Handbook. If one or more students cause a disturbance in class, I reserve the right, in order to protect other students’ right to learn and physical safety, to do any or all of the following unilaterally: a) move the student to a different seat; b) require the student to leave the class; c) dismiss the class; d) assign a penalty of up to 25 class participation points for disrupting the classroom exchange (see pp. 4-5 above); and/or f) any other reasonable disciplinary action within my purview as an instructor. N.B. *If I dismiss the class for disciplinary reasons, **all** students will be responsible for learning on their own any material I would have covered during the missed class time. This is a necessary consequence of the fact that my class time is limited and I am not able to “make up” the material that I would have covered absent the disruption.*

Class Web Page/Internet materials: Most course documents and handouts will be available for download on the course website. You have the responsibility to check this page daily for updates (and checking it before class on the days that our class meets). You are responsible for learning any materials or carrying out any class assignments I post on the website. You are further responsible for the content of any Internet-based materials I access during class.

Electronic devices: During lecture sessions, electronic devices are permitted without restriction, so long as their use does not affect the learning environment for other students. I reserve the right to ban electronic devices if they become a distraction/disturbance for me or for one or more of your fellow students. I also submit that if you spend your time in class surfing, texting, or gaming, you’re likely in for an unpleasant experience when you receive your exam and course grades.

During quizzes and exams, all electronic devices are strictly prohibited. Don’t let me see or hear them. You are on notice that I will interpret the accessing of any electronic device or information contained therein or conveyed thereby (except for the information projected by the classroom computer) during any quiz or exam as prima facie evidence of cheating in this course. Thus, *if I personally witness a student interacting with an electronic device during a quiz or exam I will presume that cheating is occurring given that in light of this notice no innocent reason can exist for such interaction; I will thus immediately collect the student’s paper, assign a grade of zero for the assignment, dismiss the student, and refer the incident to the Office of Student Affairs for further appropriate disciplinary action as outlined in the MGSU Student Handbook.*

Collaboration: Students are encouraged to collaborate during exam preparation and to share class notes with students who are unable to attend a class meeting. Students are further encouraged to engage in thoughtful and civil responses to and analysis of other students’ in-class statements. *No collaboration or communication between or among students during any in-class written evaluation (i.e., exams and*

quizzes) is permitted. If I personally witness such collaboration or communication, either actual or attempted, I reserve the right to presume that cheating is occurring and immediately collect the student's paper, assign a grade of zero for that assignment, and refer the incident to the Office of Student Affairs for further appropriate disciplinary action as outlined in the MGSU Student Handbook.

A Special Note on Plagiarism: Plagiarism is the copying of another's words directly and presenting them as your own without quotation marks and direct indication of whose words you are copying. Submitting AI-produced text without attribution is also plagiarism. **Plagiarism is a violation of the MGA Student Code of Conduct on any assignment in this course, but especially online submissions via D2L/Brightspace, and will result in an F in the course. NEVER COPY AND PASTE WORDS FROM THE WEB OR ELSEWHERE INTO YOUR TURN-IN ASSIGNMENTS IN THIS COURSE. NEVER COPY DOWN THE WORDS IN AN INSTRUCTINAL AUDIO OR VIDEO AND TYPE THEM INTO A TURN-IN ASSIGNMENT IN THIS COURSE. USE OF AI TO GENERATE TEXT OR OTHER MATERIAL YOU SUBMIT ON ANY ASSIGNMENT IN THIS COURSE CONSTITUTES PLAGIARISM.**

Class Behavior Expectations and Consequences for Violations: Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct. Student Code of Conduct, Responsibilities, Procedures, and Rights are found at http://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45

The published minimum sanction for academic dishonesty in this course for a first offense is as follows: For any academic dishonesty, a failing grade (i.e., an F) for the entire course. Academic dishonesty amounts to a) stealing from other students by devaluing their hard-earned academic credentials; b) defrauding the taxpayers who are subsidizing the student's education and who are expecting an honest return on their investment; and c) fraudulent misrepresentations to the student's future employers, patients, clients, and customers, who have the right to expect both competence and honesty from the people with whom they deal. There is no excuse for such behavior, and it will not be tolerated in this course.

Policy on Disability, Personal Hardship, and Other Accommodations: Students seeking academic accommodations for a special need must contact Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. <https://www.mga.edu/accessibility-services/> Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Sanford Hall on the Cochran campus or consult the following Web page: Students seeking ADA accommodations must contact Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. <http://www.mga.edu/disability-services/>

Students who are experiencing personal hardships unrelated to medical or health-related special needs and seeking accommodations should contact the Office of Student Affairs at 100 University Parkway, Macon, GA 31206, (478) 757-7383 to determine if it will grant an accommodation. Students who must miss a quiz or an examination due to participation in a university-sanctioned event (such as a sporting event) should ensure the appropriate university office or official authorizes an accommodation for such an occasion.

In order for you to receive an accommodation in this class for any of the above reasons, you must ensure that I receive your official paperwork in a timely manner directly from the appropriate office or official as noted above. You also must ensure that, for exams, *you* schedule/make any special testing arrangements *and* that I receive timely notice of these arrangements from the testing center. If one (or

more) of these things does not happen, you may not receive appropriate accommodations. The burden is on you to make these arrangements.

Withdrawal Policy: Students are encouraged to read the withdrawal policy found at <https://www.mga.edu/registrar/registration/drop-add.php> before dropping/withdrawing from class.

Delayed Opening or Closing of the University: In the event that the University closes due to unforeseen circumstances, students should continue to consult the course Web page for further instructions.

HB 280 Campus Carry Legislation: <http://www.mga.edu/police/campus-carry.aspx>

Copyright/Records retention and disposal: In consideration of your enrollment in this class, you hereby grant me a non-exclusive copyright in any materials you turn in to me (e.g., quizzes and examinations). This copyright is for the educational, non-commercial purpose of allowing me (while maintaining your anonymity) to use your material to illustrate ways of answering examination questions to other students. All of the material I present in this course, in whatever medium (e.g., print, screen, lecture) that is my own creation is copyrighted by me.

I shall retain records of your grades as well as unclaimed student materials in my possession (e.g., quizzes and examinations) for a minimum of one year after the date of the final examination. After that date I reserve the right to destroy or otherwise dispose of such records.

End of Course Evaluations: Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. The instructor may supplement these online evaluations with hard-copy evaluations. All responses are anonymous.

University Policy Information: Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policy, including those linked on the [Syllabus Policy](#) page.

University Statement on Covid-19: Due to the current public health emergency as a result of COVID-19, social distancing will be in effect on all campuses. Appropriate face coverings covering both the nose and the mouth will be required, both indoors and outdoors. Students will be expected to adhere to Centers for Disease Control, Georgia Board of Public Health, and University System of Georgia guidelines for preventative measures. Please reference the Return to Campus Fall 2020 (<https://www.mga.edu/COVID-19/index.php>) page for complete information. Noncompliance with the face covering requirement will be documented and treated as student misconduct.

In most classrooms, seating will be configured to support social distancing. Face-to-face classes will look different, depending upon classes and subject areas. Several options are available, and faculty members will use the approach best suited to their classes. Carefully review your syllabus, D2L announcements, or email for details.

Miscellaneous: I encourage you to contact me at any time with any concern or question that you may have regarding any aspect of the course or with the study of history. Enjoy the class!