

COURSE: HP 221, American History I
CREDIT: 3 Semester Hours
SEMESTER: Fall, 2019
TIME: Friday, 8:00 – 11:00 am (MT)
INSTRUCTOR: Colonel Teddy D. Bitner
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I. DESCRIPTION

This study surveys the political, social, religious, intellectual and economic developments in the United States from its founding to the presidency of Lincoln.

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. OBJECTIVES

- A. The purpose of this course is to acquaint you with the critical aspects of American history and help you appreciate the value of studying history. Basic understanding of the following elements will be achieved:
1. Accurately recall the basic facts and chronology of early American history (PLO 1) (Assessments A, B, C, D, E)
 2. Relate the study of history to a theologically based philosophy of history. (PLO 1, 4) (Assessments A, B, E)
 3. Acquire an understanding of the characteristics of the American experience. (PLO 1) (Assessments A, B, C, D, E)
 4. Develop an understanding of how events today and in the past have been shaped by democratic ideals and by the American people's efforts to put those ideals into practice. (PLO 1, 4) (Assessments A, B, D, E)
 5. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1) (Assessments A, B, D, E)

Our Mission: To prepare Christians to live and serve in the church and in the world according to the Biblical worldview

B. Specific competencies to be achieved. The student should:

1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, and point of view. (PLO 1, 4) (Assessments B, C, E)
2. Understands major historical periods, people, events, developments and documents, including (but not limited to) (PLO 1) (Assessments B, C, D, E):
 - a. The viability and diversity of ancient civilizations, including Native American cultures, and their interactions with other groups.
 - b. Discover, exploration and settlement of the Americas
 - c. American Revolution
 - d. Rise of the American democracy and constitutional government
 - e. Expansion of the United States and its influence internationally;
 - f. The American Civil War and its aftermath
 - g. Changes in economic and social structures and their influences around the world
 - h. Major world conflicts, their causes and effects.
3. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1, 4) (Assessments A, B, C, D, E)
4. Understands the linkages between human decisions and consequences. (PLO 1, 4) (Assessments B, C, E)
5. Understands current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings. (PLO 1, 4) (Assessments (B, C, D, E)

III. REQUIREMENTS and ASSESSMENTS.

- A. Reading. You will be expected to complete the assigned reading from *A Patriot's History of the United States*. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements.
- B. Paper. You will be required to write a paper. Topic (see suggested topics later in this syllabus) will be a review of an individual, event, or culture. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is due as indicated in Canvas. All class papers must follow the [*Chicago Manual of Style 17th edition*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition ("Turabian"). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.

- C. Tests. Three (3) tests will be given (including the final). Each exam will be conducted at approximately one-third intervals, and will cover only material for that third of the course. Tests will include true-false, multiple choice, matching, fill-in questions. Extra credit questions will generally be essay.
- D. Book Report. You will write an eight page book report on Harriet Beecher Stowe's *Uncle Tom's Cabin*. The book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion. The book report is due as indicated in Canvas. The book report will be organized as follows:
- a. Introduction
 - b. Summary of the book (what did Stowe cover in her book)
 - c. Major themes (what point[s] is Stowe trying to make?) that you identified during your reading
 - d. Your assessment of Stowe's themes (do you agree with her, why or why not)
 - e. Conclusion
- E. Lectures and Discussion Questions. All students will answer discussion questions and participate in each discussion. After attending (or watching for online students) the lecture you will answer discussion questions normally associated with the lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- B. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up to the equivalent of one week of class without penalty. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

For blended (distance) students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

In computing the final grade, I will weigh the work of the course in the following proportions:

First Examination	15%
Second Examination	15%
Final Examination	15%
Paper	15%
Book Report	15%
Discussion Questions	15%
Reading	10%

- F. Study Guides. Study guides will be posted in the Canvas portal for the class. Study guides will emphasize important questions from the end of each chapter in the text and additional material that you should study / review as appropriate.

V. MATERIALS

Larry Schweikart and Michael Allen, *A Patriot's History of the United States*, New York: Sentinel (The Penguin Group), 2007. ISBN: 9781595230324, price \$25.00. Kindle edition price \$18.99. Available used for about \$1.26.

Harriet Beecher Stowe, *Uncle Tom's Cabin*. London, UK: Forgotten Books, 2018, ISBN: 9780331393934, price \$13.57. Available used for about \$2.50.

Larry Schweikart, Dave Dougherty, and Michael Allen, *The Patriot's History Reader: Essential Documents for Every American*, New York: Sentinel (The Penguin Group), 2011, ISBN: 9781595230782, price \$17.00, Kindle edition price \$13.99. Available used for about \$5.00.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE:

<u>Lesson</u>	<u>Dates</u>	<u>Subject</u>	<u>Reading</u> <i>A Patriot's History (PH)</i> <i>Essential Documents (ED)</i>
1	September 6, 2019	The First Americans	xxxii-xlii (PH)
2		France, England and Pirates	1-16 (PH)
3		Southern Colonies	16-26 (PH) 1-10 (ED)
4	September 13, 2019	New England and Middle Colonies/ Paper Topic Due	26-37 (PH) 1-10 (ED)
5		"Americanness" and the Great Awakening	38-44 (PH)
6	September 20, 2019	Growth of Slavery and Growing Problems with England	44-52 (PH)
7		Early Franco-British Wars	52-54 (PH)
8		French and Indian War / Examination I Due	54-57 (PH)
9	September 27, 2019	Seeds of Independence 1763-1775	58-69 (PH) 11-21 (ED)
10		Road to War	70-74 (PH)
11		The Revolutionary War I	74-84 (PH)
12	October 4, 2019	The Revolutionary War II	84-87 (PH)
13		Era of Articles of Confederation	88-96 (PH) 21-55 (ED)
14		View of God in America and Expanding Frontiers	96-106 (PH) 21-55 (ED)
15	October 11, 2019	The Constitution	106-126 (PH) 56-103 (ED)
16		President Washington	127-147 (PH)
17		President Adams	147-155 (PH) 56-103 (ED)
18	October 18, 2019	The Jeffersonian Era	155-170 (PH) 104-11 (ED)
19		Mr. Madison's War	170-178 (PH) 104-111 (ED)
20	October 25, 2019	The Monroe Era (oh yeah, and John Quincy Adams)	177-205 (PH) 111-119 (ED)
21		Andrew Jackson	205-218 (PH) 119-135 (ED)
22		The Second Awakening and American Renaissance / Examination II Due	219-231 (PH)
23	November 1, 2019	Jacksonian Era (after Jackson)	231-239 (PH)
24		The Mexican-American War and	239-246 (PH)

		Westward Movement / Book Report Due	
25	November 8, 2019	“The Gangs of New York”	249-256 (PH)
26		The Nature of Slavery in the South	256-264 (PH) 135-151 (ED)
27		Politics of Slavery	264-270 (PH)
28	November 15, 2019	Kansas-Nebraska Act	270-278 (PH)
29		Dred Scott	278-281 (PH) 142-170 (ED)
30	November 22, 2019	Bleeding Kansas	281-283 (PH)
31		Lincoln and Douglas	283-293 (PH) 171-188 (ED)
32		Election of 1860/ Paper Due	294-299 (PH) 189-192 (ED)
	November 29, 2019	Thanksgiving Break	
33	December 6, 2019	Civil War I	299-319 (PH) 189-192 (ED)
34	December 13, 2019	Civil War II	332-352 (PH)
35	November 20, 2019	Civil War II / Final Exam Due	332-352 (PH)

VII. POTENTIAL PAPER TOPICS (list not all inclusive, only suggestions)

People:

Christopher Columbus	Christopher Hussey	Alexander Hamilton	Harriet Beecher Stowe
Francisco Coronado	Henry Hudson	Rogers and Clark	John Brown
Hernan Cortes	Peter Stuyvesant	Aaron Burr	Abraham Lincoln
Elizabeth I	Jonathan Edwards	Tecumseh	Robert E. Lee
Pocahontas	Thomas Paine	Daniel Webster	Thomas Jackson
John Rolfe	George Washington	Andrew Jackson	Joshua Chamberlain
Lord Baltimore	Thomas Jefferson	Black Hawk	Ulysses S. Grant
William Penn	Benjamin Franklin	Cyrus McCormick	
Oliver Cromwell	Marquis de	Charles Finney	
Iroquois	Lafayette	Joseph Smith	
Roger Williams	John Adams	Ralph Waldo Emerson	
Anne Hutchinson	John Jay	Louisa May Alcott	
John Cotton	George Mason	Stephen A. Douglas	

Movements

Separatists	Louisiana Purchase	Slavery
Puritans	War of 1812	Mormonism
Baptists	French Revolution	Texas Revolution
New England Whaling	Queen Anne's War	Mexican War
English Revolution	King George's War	American Civil War
King William's War	French and Indian War	
Boston Tea Party	The Great Awakening	

American Revolution The Monroe Doctrine
Bill of Rights Industrial Revolution
 The Second Awakening

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

CALVARY UNIVERSITY RUBRIC

Student Name: _____ Date Due: _____

Faculty Name: _____ Course Number/Name: _____

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	KNOWLEDGE Recalls details of previously learned material, including relevant facts and theories.
	COMPREHENSION Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	APPLICATION Applies rules, methods, concepts, principles, and laws as required by questions.
	ANALYSIS Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	SYNTHESIS Sees the whole of a concept, theory or idea by means of its constituent parts.
	EVALUATION Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	SPELLING/GRAMMAR/SYNTAX Follows the accepted norms of spelling, grammar, and syntax.
	TURABIAN STYLE The lesson has been submitted neatly and according to relevant school submission guidelines.
	ACADEMIC LEVEL SATISFIED Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	TOTAL POINTS
	<u>FINAL GRADE</u>

Computation of Grade: Maximum Points Possible = 100

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62

_____ Faculty Signature	_____ Date
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COMMENTS ON LESSON:		
__ This lesson shows improvement	__ Unique, helpful expressions employed	__ Strong in area of application
__ Exemplary development of ideas	__ Nice mix of theological and pastoral ideas	__ References very strong relevant
__ Lesson work shows much promise	__ Excellent recall of material	__ Aware of important intricacies of issue
Submission requirements not fulfilled	Lacking depth of treatment	Lack of flow in communication
References cited incorrectly	Grammatical errors excessive	Misunderstanding of question asked
Insufficient reference material	Weakness in paragraph format	Improper conclusions drawn

REMARKS: