

COURSE: HP 221D/N-D, American History I
CREDIT: 3 Semester Hours
SEMESTER: Fall, 2021
TIME: Monday, 8:00 to 10:50 a.m. Cycle 2 (August 23-October 15, 2021)
LOCATION: Conference Room C
INSTRUCTOR: Dr. Teddy D. Bitner
Office: 322-0110 extension 1511; Cell: 816-914-5119; Email:
teddy.bitner@calvary.edu

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. (Prerequisites: EN100 or EN112)

** 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)

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, 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 (ASSESSMENTS)

- A. Reading. You will be expected to complete the assigned reading from *A Patriot's History of the United States* and *The Patriot's History Reader*. 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. You will be asked to verify your reading when you take the final examination.
- B. Paper. You will be required to prepare a research paper. Topic will be a review of an individual, event, or culture within the period and setting of the course. 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 not later than indicated in the schedule below.** The grade for the paper will be calculated based on the Calvary University evaluation sheet (enclosed). The paper should cite a minimum of scholarly references using books or peer reviewed articles (including articles sourced from databases such as ProQuest). Internet references may also be used (but may not substitute for the three references required). 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.

Students will prepare their papers following the Turabian format specified in the Calvary University Turabian Style Guide 2019 Edition.

- C. Tests. Two (2) tests will be given. The first exam will be conducted at approximately the fourth week, the second test will be the final examination. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one week. 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, discussion questions (in Canvas) 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	20%
Final Examination	20%
Discussion Questions	20%
Paper	15%
Book Report	15%
Reading	10%

- C. 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: From Columbus's Great Discovery to America's Age of Entitlement* (Revised Edition). New York: Sentinel (The Penguin Group), 2019. ISBN: 9781595231154, price \$23.60. Kindle edition price \$14.99. Available used for about \$17.25.

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> <i>Classes meet from 0800 to 1050</i>	<u>Subject</u>	<u>Reading</u> <i>A Patriot's History (T) Essential Documents (ED)</i>
1	Session 1: August 23, 2021	The First Americans; France and England	Chapter 1 (T) 1-10 (ED)
2		Southern, New England and Middle Colonies	
3		“Americanness” and the Great Awakening	
4	Session 2: August 30, 2021	Growth of Slavery and Growing Problems with England	Chapters 2-3 (T) 11-21 (ED)
5		Wars between England and France	
6		Seeds of Independence 1763-1775	
7	Session 3: September 6, 2021	Road to War	Chapters 3-4 (T) 21-55 (ED)
8		The Revolutionary War	
9		Era of Articles of Confederation; the view of God in America and Expanding Frontiers	
10	Session 4: September 13, 2021	The Constitution, Washington, and Adams	Chapters 4-6 (T) 56-119 (ED)
11		The Jeffersonian Era and Mr. Madison’s War	
12		The Monroe Era (oh yeah, and John Quincy Adams) Mid-Term Exam Due	
13	Session 5: September 20, 2021	Andrew Jackson	Chapters 6-7 (T) 119-135 (ED)
14		The Second Awakening and American Renaissance and the Jacksonian Era (after Jackson)	
15		The Mexican-American War and Westward Movement /Book Report Due	
16	Session 6: September 27, 2021	“The Gangs of New York” and the nature of Slavery in the South	Chapter 8 (T) 135-170 (ED)
17		Politics of Slavery and the “Dred Scott Decision” /Paper Due	
18	Session 7: October 4, 2021	Bleeding Kansas	Chapters 8-9 (T) 171-188 (ED)
19		Lincoln, Douglas the Election of 1860	
20-21	Session 8: October 11, 2021	Civil War / Final Exam Due	Chapter 9 (T) 189-192 (ED)

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		Charles Finney	

Iroquois
Roger Williams
Anne Hutchinson
John Cotton

Marquis de
Lafayette
John Adams
John Jay
George Mason

Joseph Smith
Ralph Waldo Emerson
Louisa May Alcott
Stephen A. Douglas

Movements

Separatists
Puritans
Baptists
New England Whaling
English Revolution
King William's War
Boston Tea Party
American Revolution
Bill of Rights

Louisiana Purchase
War of 1812
French Revolution
Queen Anne's War
King George's War
French and Indian War
The Great Awakening
The Monroe Doctrine
Industrial Revolution
The Second Awakening

Slavery
Mormonism
Texas Revolution
Mexican War
American Civil War

Special Notes:

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for 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.

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.

All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

CALVARY UNIVERSITY EVALUATION SHEET

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

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

REMARKS: