

COURSE: HP 222D/DN, American History II
CREDIT: 3 Semester Hours
SEMESTER: Spring, 2022
TIME: Monday, 8:00 to 10:50 a.m. Cycle 4 (January 10 – March 4, 2022)
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

The nation's rise as an industrial power, its growing international involvements, World War I and II, and the United States as a world power are topics discussed. An emphasis is placed upon the increasing role played by the federal government in the twenty-first century. (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 American history after the Civil War. (PLO 1) (Assessment B, C, E)
 2. Relate the study of history to a theologically based philosophy of history. (PLO 1, 4) (Assessment B, C, D, E)
 3. Acquire an understanding of the characteristics of the American experience. (PLO 1,4) (Assessment A, D, E)
 4. Articulate 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, 4) (Assessment 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, D, E)
2. Understands major historical periods, people, events, developments, and documents, including (but not limited to): (PLO 1, 4) (Assessments B, C, D, E)
 - a. The viability and diversity of Native American cultures, and their interactions with other groups.
 - b. Maturing of American democracy.
 - c. Expansion of the United States and regional challenges;
 - d. Changes in economic and social structures and their influences around the world
 - e. American emergence on the world stage.
 - f. Major world conflicts, their causes and effects.
 - g. Relations and dependences throughout the Cold War Era.
 - h. Transition following the Cold War.
3. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1,4) (Assessment E)
4. Understands the linkages between human decisions and consequences. (PLO 1, 3, 4) (Assessment A, B, C, D, 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) (Assessments A, B, 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 write a research paper. Topic (see suggested topics later in this syllabus) will be a review of an individual, event, or culture within the period being discussed and presented approximate to that class period. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). 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. 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 Amity Schlaes', *The Forgotten Man*. The book report will be organized as follows:
- a. Introduction
 - b. Summary of the book (what did Schlaes cover in her book)
 - c. Major themes (what point[s] is Schlaes trying to make?) that you identified during your reading
 - d. Your assessment of Schlaes' 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.
- F. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up 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%

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), 2014. ISBN: 9781595231154, price \$23.60. Kindle edition price \$14.99. Available used for about \$17.25.

Amity Shlaes, *The Forgotten Man: A New History of the Great Depression*, New York: Harper Perennial, 2008. ISBN 9780060936426. Retail price is \$15.99. Kindle Edition is \$10.99. Used copies of this book may be available at booksellers for approximately \$2.00.

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 1045</i>	<u>Subject</u>	<u>Reading</u> <i>A Patriot's History (T) Essential Documents (ED)</i>
1	Module 1: January 10 – 17, 2022	Reconstruction and Grant	T – 353-380 ED – 214-218
2		Westward Expansion	T – 392-413 ED 195-204
3		Titans, Unions, and the Progressive Movement	T - 422-446 ED – 205-213; 229-236
4	Module 2: January 17-24, 2022	Cleveland x 2, Harrison, and McKinley	T – 446-465
5		Spanish American War	T – 465-473
6		Roosevelt and the “Big Stick”	T-473-503
7	Module 3: January 24-31, 2022	Wilsonian Progressivism	T – 503-510
8		World War I	T – 510-521
9		Fourteen Points and the Russian Revolution	T – 521-527 ED – 251-266
10	Module 4: January 31- February 7, 2022	Progressivism Out of Control	T – 528-532
11		Harding and the Economic Juggernaut	T – 533-547
12		Hoover’s Version of the New Deal	T – 547-557 ED – 273-281
13	Module 5: February 7-14, 2022	Roosevelt’s New Deal	T – 558-588 ED – 281-300
14		World War II	T – 589-630 ED – 301-321
15	Module 6: February 14-21, 2022	The Cold War – A Beginning	T – 631-647
16		Eisenhower and Happy Days	T – 647-666 ED – 323-338
17	Module 7: February 21-28, 2022	JFK and Johnson	T – 667-689 ED – 339-360
18		Vietnam / Book Report	T – 689-707
19		Nixon to the Reagan Revolution	T – 707-762 ED – 361-399
20	Module 8: February 28-March 3, 2022	Bush I and Clinton / Research Paper	T – 763-798 ED – 400-406
21		Bush II and Obama / Final Exam available in Canvas	T – 803-828 ED – 407-426

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

People:

Ulysses S. Grant	George Washington	Dwight D. Eisenhower	Pat Robertson
Theodore Roosevelt	Carver	James Hoffa	Ronald Reagan
Woodrow Wilson	Thomas Edison	Martin Luther King	George H.W. Bush
George Marshall	Samuel Clemens	Malcolm X	Colin Powell
J. Edgar Hoover	William Cody	Lyndon Johnson	Norman Schwarzkopf
Billy Sunday	Franklin Roosevelt	Richard Nixon	William J. Clinton
Reuben A. Torrey	George Patton	John F. Kennedy	Hillary Clinton
Dwight Moody	Omar Bradley	Richard Nixon	Rupert Murdoch
C. I. Scofield	Ernest King	Jimmy Carter	Rudy Giuliani
Lew Wallace	Harry Truman	Ross Perot	Tommy Franks
"Mother Jones"	Douglas MacArthur	Hal Moore	George W. Bush
J. P. Morgan	Ernest Hemingway	Billy Graham	Barak Obama
Andrew Carnegie	F. Scott Fitzgerald	Jerry Falwell	David Petraeus
	Alger Hiss		

Movements

Reconstruction	The Fundamentalist –	Desert Storm
Fundamentalism	Modernist	Mutually Assured
Modernism	Controversy	Destruction
"New Deal"	The Great Depression	The Cold War
"The Great Society"	Black Panthers	Communism
Charismatics	Feminism	Liberation Theology
Bonus Army	Spanish American War	Moral Majority
Pentecostalism	World War I	"The Third Way"
YMCA	World War II	Ecumenicism
Salvation Army	Korean War	Desert Storm
<i>Titanic</i>	The Space Program	"Black Hawk Down"
	Vietnam War	War on Terrorism
		"The Surge"

Grades on late papers will be reduced by 4% for each day the assignment is late.

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.

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: