

Syllabus

COURSE: HP 221D/N-D, American History I (Columbus to Lincoln)
CREDIT: 3 Semester Hours
SEMESTER: Fall, 2023
TIME: Monday and Friday, 9:30 to 10:50 a.m. Cycle 2 (August 21 – October 13, 2023)
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. This course meets instruction (RSMo 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions. (Prerequisite: EN112)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

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 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.) **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 three books or peer reviewed articles. 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. 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.

- 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	Module 1: August 21 & 25, 2023	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	Module 2: August 28 & September 1, 2023	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	Module 3: September 4 & 8, 2023	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	Module 4: September 11 & 15, 2023	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	Module 5: September 18 & 22, 2023	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	Module 6: September 25 & 29, 2023	"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	Module 7: October 2 & 6, 2023	Bleeding Kansas	Chapters 8-9 (T) 171-188 (ED)
19		Lincoln, Douglas the Election of 1860	
20-21	Module 8: October 9 & 13, 2023	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:

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

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

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

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

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.

Rubric for History Assignments (Papers, Book Reports, Theses, Other Projects) at Calvary University

	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and outcomes, and draws some conclusions based on the evidence.	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.