

# Syllabus

<b>COURSE:</b>	HP 222D/DN, American History II (Lincoln to present)
<b>CREDIT:</b>	3 Semester Hours
<b>SEMESTER:</b>	Session 1, Fall 2024 (August 19 to October 11, 2024)
<b>TIME:</b>	Monday and Friday, 9:30 to 10:50 a.m.
<b>LOCATION:</b>	Conference Room C
<b>INSTRUCTOR:</b>	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. 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 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.
- 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. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). 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. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> 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 Amity Shlaes', *The Forgotten Man*. The book report will be organized as follows:
- a. Introduction
  - b. Summary of the book (what did Shlaes cover in her book)
  - c. Major themes (what point[s] is Shlaes trying to make?) that you identified during your reading
  - d. Your assessment of Shlaes' 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. Attendance accounts for 20% of your overall grade. I expect students to attend class regularly. My attendance policies are:

In class students: there are 16 class sessions in the cycle; each class session is worth 1.25% of your grade. I will deduct 1.25% from your grade for each unexcused absence.

For online 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. I will deduct 2.50% from your grade for each week in which an online student fails to demonstrate academic activity.

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

First Examination	15%
Final Examination	15%
Discussion Questions	20%
Paper	15%
Book Report	15%
Attendance	20%

## 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.

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:**

<b><u>Lesson</u></b>	<b><u>Dates</u> <i>Classes meet from 0930 to 1050</i></b>	<b><u>Subject</u></b>	<b><u>Reading</u> <i>A Patriot's History (T) Essential Documents (ED)</i></b>
1	<b><u>Module 1:</u></b> August 19, 2024 August 23, 2024	Reconstruction and Grant	T – Chapter 10 ED – 214-218
2		Westward Expansion	T – Chapter 11 ED 195-204
3		Titans, Unions, and the Progressive Movement	T- Chapter 12 ED – 205-213; 229-236
4	<b><u>Module 2:</u></b> August 26, 2024 August 30, 2024	Cleveland x 2, Harrison, and McKinley	T – Chapters 12- 13
5		Spanish American War	T – Chapter 13
6		Roosevelt and the “Big Stick”	T-Chapters 13- 14
7	<b><u>Module 3:</u></b> September 2, 2024 September 6, 2024	Wilsonian Progressivism	T – Chapter 14
8		World War I	T – Chapter 14
9		Fourteen Points and the Russian Revolution	T – Chapter 14 ED – 251-266
10	<b><u>Module 4:</u></b> September 9, 2024 September 13, 2024	Progressivism Out of Control	T – Chapter 14
11		Harding and the Economic Juggernaut	T – Chapter 15
12		Hoover’s Version of the New Deal <b>First Exam available in Canvas</b>	T – Chapter 15 ED – 273-281
13	<b><u>Module 5:</u></b> September 16, 2024 September 20, 2024	Roosevelt’s New Deal	T – Chapter 16 ED – 281-300
14		World War II	T – Chapter 17 ED – 301-321
15	<b><u>Module 6:</u></b> September 23, 2024 September 26, 2024	The Cold War – A Beginning	T – Chapter 18
16		Eisenhower and Happy Days	T – Chapter 18 ED – 323-338
17	<b><u>Module 7:</u></b> September 30, 2024 October 4, 2024	JFK and Johnson	T – Chapter 19 ED – 339-360
18		Vietnam / <b>Book Report</b>	T – Chapter 19
19		Nixon to the Reagan Revolution	T – Chapters 19- 20 ED – 361-399
20	<b><u>Module 8:</u></b> October 7, 2024 October 11, 2024	Bush I and Clinton / <b>Research Paper</b>	T – Chapter 21 ED – 400-406
21		Bush II and Obama / <b>Final Exam available in Canvas</b>	T – Chapter 22 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"

**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](mailto: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](mailto: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

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
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	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to



	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
	data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	data, considers the theory and outcomes, and draws some conclusions based on the evidence.	consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.