

Syllabus

COURSE: HP 221D/ND, American History I
CREDIT: 3 Semester Hours
SEMESTER: Fall 2025
TIME: M/F 9:30 – 10:50 am
LOCATION: Conf 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 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 if 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*, 9th 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:

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.

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 18 and 22, 2025	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 25 and 29, 2025	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 1 and 5, 2025	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 8 and 12, 2025	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 15 and 19, 2025	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 22 and 26, 2025	"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: September 29 and October 3, 2025	Bleeding Kansas	Chapters 8-9 (T) 171-188 (ED)
19		Lincoln, Douglas the Election of 1860	
20-21	Module 8: October 6 and 10, 2025	Civil War / Final Exam Due	Chapter 9 (T) 189-192 (ED)

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

People:

Christopher Columbus
Francisco Coronado
Hernan Cortes
Elizabeth I
Pocahontas
John Rolfe
Lord Baltimore

Christopher Hussey
Henry Hudson
Peter Stuyvesant
Jonathan Edwards
Thomas Paine
George Washington
Thomas Jefferson

Alexander Hamilton
Rogers and Clark
Aaron Burr
Tecumseh
Daniel Webster
Andrew Jackson
Black Hawk

Harriet Beecher Stowe
John Brown
Abraham Lincoln
Robert E. Lee
Thomas Jackson
Joshua Chamberlain
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	

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. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

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.
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	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	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	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 /

	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
	material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	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.

Sources:

Mamta Saxena, Melanie Kasparian, Donna DiGiovanni, Hattie Hammonds, "Rubrics: Building, Grading, and Providing Targeted Feedback to Students," Northeastern University. Accessed January 6, 2022, <https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2018/11/RubricsBuildingGradingAndProvidingTargetedFeedbackToStudents.pdf>