

Saint Louis Christian College
GHY215N: AMERICAN HISTORY I: DISCOVERY THROUGH THE CIVIL WAR
Prof. Karen Duffy

Mon 6:00-7:50 pm

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

Students survey the historical, cultural, political, economical and institutional forces and events that shaped the history of the United States starting with discovery and colonial expansion through the Civil War. This course complies with the provisions of Section 170.011 RSMo.

COURSE RATIONALE

The mission of the Division of General Education (under which the course falls) is to provide a breath perspective to the student's education, enabling him or her to integrate knowledge and apply the Christian perspective to concrete life situations. The General Education Division has adopted the philosophy that each student must have a broad knowledge base in accepted basic disciplines. This course provides the student with an understanding of basic principals from a humanities perspective.

COURSE OBJECTIVES

Primary Course Objective: As a result of this study, the student will possess a general knowledge of the development of American History from the discovery of America thru reconstruction, which will enable him or her to understand and evaluate contemporary American culture.

As a result of this study the student will be able to:

- Explore and analyze historic fact/myth through the interpretive discipline in the study of history;
- Recognize and evaluate historical significance of key concepts, issues and events;
- State the shapes and contours of forces (political, economic, ideological, etc.) that are dynamic in any particular situation past or present;
- Discriminate historical truth from myth through the medium of original source readings;
- Compare through the study of popular/material culture, the impact social morays have on the formation of ideologies, the shaping of historical issues/events and the molding of contemporary American society;
- Discuss and evaluate domestic and business culture of America's historic eras
- Discern that society is undergoing the process of change perpetually and that the past is still at work in the present;
- Trace the importance of the individual throughout America's history;
- Secure a better understanding and appreciation of people by thinking in the 'historic perspective';
- Discuss and evaluate the provisions and principles of both the U.S. Constitution and the Missouri State Constitution*;
- Compare the culture and classes of American society throughout various eras;
- Apply the lessons learned from past American successes and failures to present (and future) domestic and foreign relations.

**as required by section 170.011 RSMo.*

COURSE INSTRUCTIONAL METHODS

The course will be structured using the required text as a focal point from which sequential assignments will be made. Background material and primary source readings will be provided through interactive lectures and classroom handouts as an aid to the comprehension and analysis of the chapters in the required text.

COURSE INSTRUCTIONAL METHODS CON'T

Material/popular culture examples, living historians, and media presentations will be utilized to demonstrate the changes taking place and effecting society at a particular time and to stimulate the visual sense in learning.

Class discussions and small group work will be implemented in order to assist in drawing relationships between lectures and reading assignments, introducing controversial issues and integrating specific topics into a cohesive historical pattern.

COURSE REQUIREMENTS***Attendance***

- Class attendance is expected and required. Due to the nature of this non-traditional adult educational program, attendance in class is vital to receiving a quality educational experience. As such, attendance will be carefully monitored.
- Each course meets a total of eleven sessions (including one week of finals) with each session having two individual hours or units.
 - ✓ Attendance will be taken during each of the total twenty-two hours or units that the course meets.
 - ✓ Whenever four hours or units of absences occur, the student will be given an additional assignment to make up for the lost time in class.
 - Failure to complete the additional assignment would result in a reduction in the final grade by one letter.
- An hour or unit absence will be determined each session by:
 - ✓ Arrival to class after 6:15 pm (session 1) or 8:25 pm (session 2) for the first hour unit;
 - ✓ Early departure from class during the second hour unit of class;
 - ✓ Failure to arrive during the second hour unit. Missing one whole evening class session is equal to being absent two-hour units.
- Institutional policy states “*if absences exceed 25 percent of the total class sessions, the student will be administratively withdrawn from the class with a grade of ‘F.’*” Only five and one-half total hour units of absences are allowed in this attendance policy. Absences beyond this will exceed the 25 percent allowance and will result in a grade of “F.”
- If a student arrives 15 minutes late to a segment the student will be counted absent even if he or she is in attendance for the remainder of the session; and, the required assignment or test for that class segment will not be accepted or given resulting in a zero for the assignment/test.

Textbook s

- The required texts are:

Divine, Robert. *America Past and Present*, New York: Pearson, 2009.

Hartshorne, Thomas L. *The Social Fabric, Vol. 1.*, New York: Longman, 2009.

- The student is required to read the texts as set forth in the attached schedule.

Thematic Questions

Please select ONE thematic question per chapter grouping and write a minimum 2-page essay succinctly covering the topic addressed.

- Do not just copy text from textbook. Please answer in your own words. The more details, the more points awarded.
- Total number of essays/chapters due = 10 out of 15.
- Each question is worth 10 points for a total of 100 points.
- They are due the day chapter is assigned on schedule

Historic Site Reviews

The student is expected to personally visit 3 historic sites (Greater St. Louis area only) that fall into the time sequence covered by this course. Students are to then write a minimum three page review of their visit including:

- The history of the site and or person(s) associated with it historically
 - A summary of the value of the site/persons in regard to historic preservation
 - What the student found interesting or learned from the visit
 - What the student felt was lacking
 - Brochure(s) or other pamphlets available during tour
- ✓ Possible sites: Bissell Mansion, St. Louis Old Courthouse, DeMenil Mansion, Whitehaven, St. Louis' Old Cathedral, 1st State Capital site in St. Charles, Daniel Boone Home in Defiance, Thornhill, National Expansion Museum, Cohokia Mounds, Fort DeChartre, Col. Benjamin Stephenson House (Edwardsville, IL) etc.
 - ✓ Please see course schedule for assignment due dates.

Examinations

The student is required to take major examinations over course materials.

- On at least two of the examinations will have questions regarding the provisions and principles of the U.S. Constitution and the Missouri State Constitution as required by section 170.011 RSMo
 - If a situation of an extreme emergency nature arises (i.e. hospitalization of self or family member, death in the family) which hinders the student from taking the examination on the scheduled date, the student must apply to the Academic Office for permission to make up the test.
- ✓ The appropriate form must be filed with the Academic Office *within 72 hours of the original test date*, accompanied by the stipulated fee. Completion of the form requires the approval of the professor and the Academic Dean;
 - ✓ Students who miss a test because of an approved 'walk' are exempt from the fee.

COURSE ASSESSMENT***Quality of Work***

- All work must be typed, no exceptions.
- Use 12-point Bookman for all printed materials. (All fonts are *not* the same!)
- Produce papers according MLA specifications.
- Remember this is a college and the student's work should reflect this level in its attention to detail and quality.

The Hundred

- High quality writing in all assignments is expected.
- You are strongly encouraged to seek help from The Hundred for editing, research, preparation for exams, etc.

Late Policy

- Assignments and papers will be accepted the day they are due.
 - ✓ Assignments may be turned in ONE week day late but final grade on the late assignment will be reduced by 40% for lateness.
 - ✓ Assignments will not be accepted beyond the one late day for any reason.
 - ✓ If an emergency has arisen that prevents a student from turning an assignment in on time, the student will need to make up some of the missed points of that assignment by doing the best quality work on the remaining assignments.
- At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, printer is out of ink, a server will go down, or something else will occur. These are facts of life, *and do not constitute an emergency*.
 - ✓ Sadly, technological related excuses ("my printer died," "ran out of ink," etc.) will not be accepted under any circumstances;
 - ✓ Always make back-ups of various stages of your work;
 - ✓ Most importantly, plan ahead so that you will have time to use the on-campus computers and printers if necessary.

Electronic Submissions

- Electronic submissions are not accepted unless specified by professor.

Course Grading

- The student's final grade will be determined according to the following formula:
 - ✓ Thematic Essays (10 pts. each): 100 pts.
 - ✓ Exam 1: 100 pts.
 - ✓ Exam 2: 100 pts.
 - ✓ Exam 3: 100 pts.
 - ✓ Exam 4: 100 pts.
 - ✓ Site Reviews: 200 pts.
 - Total Points 700 pts.

COURSE ASSESSMENT (cont.)

Anticipated Student Workload (average)

- 6 hours per week outside of class
- Collegiate study formula is as follows: 3 credit hours x 2 hours of study per credit hour = 6 hours

COURSE POLICIES

Honor Pledge

- All students are requested to *hand write and sign* the following honor statement on every assignment or examination:
 - ✓ ***“I pledge on my honor that I have not given or received any unauthorized assistance on this examination or assignment.”***
- Professor will not accept work with this missing and your omission will result in a zero for the assignment.

Dishonesty

- Any cheating or plagiarism will result in a grade of ‘F’ or ‘Zero’ being given for the assignment on which it is found and possible withdrawal from the course.

Extra Credit

- The professor does not offer extra credit work.

Modification of Course Schedule

- The professor reserves the right to modify this course plan by changing topics, due dates, or even assignments as long as it does not *add* to the students’ workload.

Disabilities

- In compliance with *Americans with Disabilities Act (ADA)* as amended and *Section 504 of the Rehabilitation Act (§504)*, student’s that have a diagnosed disability and need accommodations are asked to please make the professor aware of the nature of the disability privately.
 - ✓ Please see the Coordinator of 504 Services (Prof. Duffy) so that appropriate accommodations can be made.

Technology: Use of Laptops, IPADs, and Other Electronic Devices

- In recent years the saturation of cell phones, text messaging, and laptops have produced something I call *the problem of divided attention*.
 - ✓ A March 25, 2008 article in the *New York Times* summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people *more than 15 minutes* to re-focus on the “serious mental tasks” they had been performing before the interruption.
- Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally *cannot do it*.

- ✓ The brain has got to abandon one of the tasks in order effectively to accomplish the other.
- ✓ Hidden behind all the hype about multi-tasking, then, is this sad truth: *it can actually make you slower and dumber.*

Therefore:

- Students may not use cell phones, pagers, PDAs, or similar communication devices during class.
 - ✓ Such devices must be silenced (including vibration mode) or turned off and not be taken out during class
 - ✓ Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities
 - ✓ *If a student violates this policy*
 - They will receive a warning the first time;
 - The second time, the student will be asked to leave class for that period;
 - They will be marked absent;
 - Any assignment that was due and turned in will be given a mark of ‘zero (0). The assignment will not be allowed to be submitted as ‘late.’
- Where personal emergency, family care responsibilities or employment situations *require* access to electronic communication devices, arrangements must be made *in advance* with the professor.
 - ✓ The professor will decide if such access is appropriate; students may appeal these decisions to the Academic Dean.
 - ✓ *In case of an emergency, you can be reached via Julie Wofford at 314-837-6777 x 1520.*
- Electronic audio or video recording of the classroom environment is prohibited unless specified in a 504 Accommodations document or permission is given by the professor prior to recording.
- Laptops (or any wireless computers or similar electronic devices) may *not* be used in the class.
 - ✓ Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their 504 Accommodation Plan.
 - ✓ If you have a 504 and prefer anonymity, I will provide you with a copy of my notes.

CONTACT INFORMATION

- ***E-Mail***
 - ✓ KDuffy @slcconline.edu
- ***Office Phone***
 - ✓ 314-837-6777 x 1521
- ***Cell Phone***
 - ✓ 314-691-1985
- ***Office Location***
 - ✓ Upstairs!
 - Take a Right at top of stairs. I am at the end of the hall!
 - Please see my schedule on my office door. Please feel free to stop in if you are in need of assistance or clarification.
 - While I make every effort to meet with students, please realize that extenuating circumstances, speaking engagement travel or planned absences may prevent an immediate meeting.

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COURSE SESSION SCHEDULE

All chapter readings are from required text *America Vol. I*
Readings are from required text *The Social Fabric, Vol I*

WEEK 1

1. Prior to Class:

Read *Chapter 1*
Readings #1

2. Complete following questions if applicable

CHAPTER 1: *New World Encounters*

What do the mounds and chiefdoms of the Eastern Woodland and Mississippian cultures reveal about the people that built them?

-or-

How extensive and powerful was the Mexican (Aztec) empire and how was the society structured?

CHAPTER 1: *New World Encounters*

What compelled Europeans to explore regions outside their own continent?

-or-

Why did Spain's rulers agree to finance Christopher Columbus when others had refused?

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**WEEK 2**

**1. Prior to Class:**

Read *Chapters 2, 3*  
*Readings #3, 4, 6*

**2. Complete following questions if applicable**

**CHAPTER 2: *England's 17th Century Colonies***

How did the Puritans come to dominate New England Society?

-or-

How did Puritanism affect the development of New England?

**CHAPTER 3: *Putting Down Roots***

How did the African slave trade affect the growth of slavery in the southern colonies?

**3. Test over Chapters 1-3 next week**

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WEEK 3 Test # 1

1. Prior to Class:

Study for Test over Chapters 1 - 3

Read *Chapter 4*

2. Complete following questions if applicable

CHAPTER 4: *Experiencing Empire*

How did the French and English compete for control over the Ohio River Valley?

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## **WEEK 4**

### **1. Prior to Class:**

Read    *Chapter 5*

Readings #7 & 8

### **2. Complete following questions if applicable**

#### **CHAPTER 5: *The American Revolution***

How did the Second Continental Congress pursue both the aims of winning the war and seeking reconciliation with Britain in 1775 and early 1776?

-or-

How extensive was support for the patriot cause, and why would anyone choose to be a loyalist?

## **WEEK 5**

### **1. Prior to Class:**

Read    *Chapters 6 & 7*

Readings #9

### **2. Complete following questions if applicable**

#### **CHAPTER 6: *The Republican Experiment***

How were the Articles of Confederation written, and what problems arose out of the formation of a decentralized government?

-or-

Why are the years 1781-1788 referred to as the “critical period”?

#### **CHAPTER 7: *Democracy and Dissent***

Why did Alexander Hamilton believe a national bank necessary? How was it organized and controlled?

### **3. Test over Chapters 4-7 next week**

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WEEK 6 Test #2

1. Prior to Class:

Study for Test over Chapters 4-7

Read *Chapters 8 & 9*

2. Complete following questions if applicable

CHAPTER 8: *Republican Ascendancy*

In what ways can Thomas Jefferson's presidency be considered a 'revolution'?

-or-

Why did the United States declare war on Great Britain in 1812?

CHAPTER 9: Nation Building

How important were women to the development of industry in the 1820's and 1830's?

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## **WEEK 7**

### **1. Prior to Class:**

Read *Chapter 10*  
*Readings #11*

### **2. Complete following questions if applicable**

#### **CHAPTER 10: *The Triumph of White man's Democracy***

How did Jackson reinforce his image of representing the common man during his two campaigns?

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WEEK 8

1. Prior to Class:

Read *Chapters 11, 12*
Readings #12, 15

2. Complete following questions if applicable

CHAPTERS 11 & 12: *The Slaves and Masters, The Pursuit of Perfection*

What was the relationship between the spread of cotton production and the spread of slavery?

-or-

What virtues were southern ladies expected to possess and how did southern chivalry force women into a subordinate role?

3. Test over Chapters 8 - 12 next week

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(cont. on next page)

## **WEEK 9    Test #3**

### **1. Prior to Class:**

Study for Test over Chapters 8 - 12

Read    *Chapters 13, 14*

### **2. Complete following questions if applicable**

**CHAPTERS 13 & 14: *An Age of Expansion, The Sectional Crisis***

What was 'manifest destiny' and how did it justify American westward expansion?

-or-

Why did the Compromise of 1850 fail?

### **3. Site Visits due next week**

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WEEK 10 Site Visits Due

1. Prior to Class:

Complete Site Visits

Read *Chapter 15*
 Readings #20

2. Complete following questions if applicable

CHAPTER 15: *Secession and the Civil War*

What did the combatants on each side believe they were fighting for, and why did they each believe their cause would prevail?

-or-

What strengths did Robert E. Lee and Ulysses S. Grant each bring to their commands?

3. Comprehensive Final next week

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## **WEEK 11    Comprehensive Final Exam**

### **1. Prior to Class:**

Study for Comprehensive Final over  
Tests 1 – 3  
New Material from Chapters 13-15

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