

Saint Louis Christian College
GHY212 American History I: Discovery Through the Civil War

Professor Karen Duffy
Spring 2012

Tuesdays/Thursdays
12:00 - 1:15 pm

*****PLEASE BRING A COPY OF THE SYLLABUS TO THE FIRST CLASS*****

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*

*Course Objectives are in direct support of the General Education Divisions objectives cited below.

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 should be able to:

1. Explore and analyze historic fact/myth through the interpretive discipline in the study of history.
2. Recognize and evaluate historical significance of key concepts, issues and events.
3. State the shapes and contours of forces (political, economic, ideological, etc.) that are dynamic in any particular situation past or present.
4. Discriminate historical truth from myth through the medium of original source readings.
5. Compare through the study of popular/material culture, the impact social mores have on the formation of ideologies, the shaping of historical issues/events and the molding of contemporary American society.
6. Discuss and evaluate domestic and business culture of America's historic eras.
7. Discern that society is undergoing the process of change perpetually and that the past is still at work in the present.
8. Trace the importance of the individual throughout America's history.
9. Secure a better understanding and appreciation of people by thinking in the 'historic perspective'.
10. Discuss and evaluate the provisions and principles of both the U.S. Constitution and the Missouri State Constitution as required by section 170.011 RSMo.
11. Compare the culture and classes of American society throughout various eras.
12. Apply the lessons learned from past American successes and failures to present (and future) domestic and foreign relations.

GENERAL EDUCATION DIVISION OBJECTIVES

1. Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.
2. Upon completion of the study of humanities, the student will be able to analyze major components of culture and will be able to understand the differences between Christianity and other worldviews.

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3. With the completion of college-level mathematics and science courses, the student will demonstrate an understanding of mathematical and scientific concepts from a Christian perspective.
4. Given instruction in the social and behavioral sciences, the student will be able to identify and evaluate the interrelationships among individuals and organizations.

COURSE INSTRUCTIONAL METHODS

1. 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.
2. 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.
3. 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

1. *Attendance* -Attendance in class for the scheduled time is required. Attendance is worth percentage points added to or taken from your **final** class average according to the following formula

<i>Absences</i>	<i>Percentage</i>
0	+2% pts
1	+1% pt
2	+0% pts
3	-1% pts
4	-2% pts
5	-3% pts
6	-4% pts
7	-5% pts

Student with absences over 7 will be in violation of the College's 25% rule. According to the Saint Louis Christian College catalog, once a student has missed over 25% of a total course, the Academic Dean will immediately withdraw them.

If a student arrives 15 minutes late to class the student will be counted absent even if he or she is in attendance for the remainder of the class session; and, the required assignment or test for that class period will not be accepted or given resulting in a zero for the assignment/test.

2. *Textbook* –The required texts are:

Divine, Robert A. *America Past & Present*, New York: Pearson Longman, 2009.
Hartshorne, Thomas L. *The Social Fabric, Vol. 1*, New York: Longman, 2009.

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

COURSE REQUIREMENTS CONT

3. *Historic Site Reviews*—The student is expected to personally visit 2 historic sites (Greater St. Louis area only) that fall into the time sequence covered by this course. Students are to then to write a minimum two 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.

4. *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.* There will not be any make-up examinations unless due to an emergency situation outside the student's control. If a situation of an extreme emergency nature arises (i.e. death in the family, hospitalization of self or family member) that hinders the student from taking the examination on the scheduled date, the make-up examination will be a Blue-book essay examination. This make-up exam must be scheduled by contacting the instructor *prior* to the next class period or the make-up examination *will not* be allowed. The student will receive an F for the missed exam. **as required by section 170.011 RSMo*

5. *Thematic Questions*- Please select ONE thematic question per chapter grouping and write a minimum 2-page essay succinctly covering the topic addressed. Total number of essays/chapters due = 10 out of 15. Each worth 10 points for a total of 100 points. *Question due the day chapter is assigned on schedule.*

CHAPTER 1a: *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 1b: *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?

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

Why did England colonize the New World, and why did it choose to use a joint stock company as its agent?

-or-

What factors prompted the development of a servant-labor system in the Virginia colony?

CHAPTER 2b: *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?

COURSE REQUIREMENTS CONT

CHAPTER 3: *Putting Down Roots*

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

CHAPTER 4: *Experiencing Empire*

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

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?

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?

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?

CHAPTER 10: *The Triumph of White man’s Democracy*

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

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?

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?

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?

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COURSE ASSESSMENT

1. *Quality of Work* - All work must be typed. Your grade will be lowered by 30% if the paper is not typed. Site reviews will not be accepted if not typed and will result in a '0' for the assignment. Grammar, spelling and punctuation will constitute at least 20% of the assignment's final grade. Remember this is a college and your work should denote this level in its quality.
2. *Late Policy* - Assignments and papers will be accepted the day they are due plus one day (not class period) before being penalized. For each day (not class period) late after that, there will be a 10% reduction in the grade. Electronic submissions are not accepted.
3. *Course Grading* - The student's final grade will be determined according to the following formula:

Exam 1:	100 pts
Exam 2:	100 pts
Exam 3:	100 pts
Exam 4:	100 pts
Site Reviews:	200 pts
Thematic Questions	<u>100 pts</u>
Total Points	600 pts

COURSE POLICIES

Appropriate attire (including the removal of hats) is requested.

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/assignment.***" 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.

Use of Laptops, IPADs, and Other Electronic Devices

You are encouraged to bring your laptop, iPads, iPods, headphones and other electronic devices to class to use for note taking. However, using your electronic device for some purpose that is not class-related is not only inappropriate and dishonest but also distracting to students sitting nearby. If you are seen using your laptop, IPADS and other electronic devices for something unrelated to class you will be asked to close it down and possibly to not bring it to class again.

Use of Cell Phones

Phones are to be turned OFF (including vibration mode) before coming into the classroom. *If you have an emergency phone call that you may need to receive please let the caller know ahead of time that they can reach you by calling the college at 314-837-6777.*

The instructor does not offer extra credit work.

In compliance with *Americans with Disabilities Act (ADA)*, student's that have a diagnosed learning disability and need special accommodations are asked to please make the instructor aware of the nature of the disability privately so that appropriate adaptations can be made.

The instructor 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.

PROFESSOR'S CONTACT INFORMATION

Professor Karen Duffy

E-mail: KDuffy @slcconline.edu

Office Phone: 314-837-6777 x 1521

Cell Phone: 314-691-1985

Office Location: Upstairs. 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 student, please realize that extenuating circumstances, speaking engagement travel or planned absences may prevent an immediate meeting. If you need an in-depth discussion, help or mentoring, an appointment is preferred or may I suggest arranging a meeting over lunch?

American History I Contract

*Read the statements below. If you agree to statements, print your name, sign your name, and date it.
Return this page to Prof. Duffy no later than the 3rd class day.*

1. I have read the Spring '12 SLCC syllabus for GHY 212: American History I which is taught by Prof. Duffy.
2. I understand the contents of the syllabus and agree to abide by its' terms.
3. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I pledge to maintain a high level of respect and integrity as a student representing Jesus Christ and his teachings and Saint Louis Christian College. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I will not lie, cheat, plagiarize, steal or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to the professor. I make this pledge in the spirit of honor and trust as demonstrated by Jesus Christ.
3. Furthermore, I understand that this serves as a contract for both the student and the professor.

Your printed name: _____

Your signature: _____ Date: _____

Professor's signature: _____ Date: _____

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COURSE SCHEDULE

All chapter readings are from required text *America*
 Readings are from required text *The Social Fabric, Vol 1*

- January**
- 10 Intro to Course
- 12 Ancient America
Read Chapter 1, pages 3-15
- 17 Native Americans, Europeans and the New World 1492-1600
Read Chapter 1, pages 16-28
Readings 1: New Ways: Indian and European
- 19 Europeans and the New World 1492-1600
- 24 Europeans and the New World 1492-1600
- 26 **Test #1**
- 31 **No Class**
- February**
- 02 **No Class**
- 03 Colonial Life
- 07 The Northern and Southern Colonies
Read Chapter 2 & 3
Readings 2: The Creation of a Slave Society in the Chesapeake
Readings 3: Husbands and Wives
Readings 4: The Witchcraft Scare
- 09 Colonial America in the 18th Century
Read Chapter 4
Readings 6: Indentured Servants – Voyage, Sale, Service
- 14 The British Empire and the Colonial Crisis
Read Chapter 5, pages 128-143
- 16 The British Empire and the Colonial Crisis
- 21 The War for America
Read Chapter 5, pages 144-157
- 23 The War for America
Readings 7: Building an Army

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All chapter readings are from required text *America*
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28 **Test #2**

March

01 Building a Republic
 Read Chapter 6

06 Building a Republic
Site 1 Review Due

08 The New Nation Takes Form
 Read Chapter 7

13 Republican Ascendancy
 Read Chapter 8

15 Republican Ascendancy
 Read Chapter 9

20 *No Class*

22 *No Class*

27 Andrew Jackson's America
 Read Chapter 10
 Readings 11: Trail of Tears

29 *No Class*

April

03 Andrew Jackson's America
 Readings 11: Trail of Tears

05 *No Class*

05 **Test #3**

10 America: Divided Cultures North, South, West
 Read Chapters 11
 Readings 15: The African-American Family
Site Review #2 Due

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All chapter readings are from required text *America*
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- 12 America: Divided Cultures North, South, West
 Read Chapters 13
 Readings 16: A Nation of Immigrants
- 17 The Breakdown of Compromise
 Read Chapter 14
 Readings 20: Why Soldiers Went to War
- 19 Succession
- 24 Civil War
 Read Chapter 15
- 26 Civil War

May 01? Final

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March

- 01 **Test #2**
- 10 Building a Republic
 Read Chapter 6
- 15 The New Nation Takes Form
 Read Chapter 7
- 17 Republican Ascendancy
 Read Chapter 8, 9
- 22 *No Class*
- 24 *No Class*
- 29 Andrew Jackson's America
 Read Chapter 10
 Readings 11: Trail of Tears
- 31 Andrew Jackson's America
 Readings 11: Trail of Tears
 Site Review #2 Due

April

- 05 **Test #3**
- 09 *No Class*
- 12 America: Divided Cultures North, South, West
 Read Chapters 11
 Readings 15: The African-American Family
- 14 America: Divided Cultures North, South, West
 Read Chapters 13
 Readings 16: A Nation of Immigrants
- 19 The Breakdown of Compromise
 Read Chapter 14
 Readings 20: Why Soldiers Went to War

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All chapter readings are from required text *America*

Readings are from required text *The Social Fabric, Vol 1*

21 *No Class*

26 Civil War
Read Chapter 15

28 Civil War

May 03? Final