

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

Mon 6:00-7:50 pm

**MISSION STATEMENT**

The Mission of Saint Louis Christian College is to equip men and women as leaders who impact the world for Christ.

**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 broad 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 principles 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 mores 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.

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**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 occurs, 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:

1. Arrival to class after 6:15 pm (session 1) or 8:25 pm (session 2) for the first hour unit;
2. Early departure from class during the second hour unit of class;
3. 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 10 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* –The required texts are:

Divine, Robert. *America Past and Present*, New York: Pearson, 2007.

Hartshorne, Thomas L. *The Social Fabric, Vol. 1.*, New York: Longman, 2003.

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

*Thematic Questions over Reading*– The student is to chose 10 thematic chapter questions to answer. (*see list at end of syllabus*) Student is to write a 2-page essay (minimum length) succinctly covering the question/topic addressed. General and/or vague answers will be a reduction in grade. The essay(s) are due at the beginning of the class session for which the chapter is assigned. Student may only answer one question per chapter. Each essay is worth 10 points for a total of 100 points.

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*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 two page review of their visit per site 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, 1<sup>st</sup> State Capital site in St. Charles, Daniel Boone Home in Defiance, Thornhill, National Expansion Museum, Cohokia Mounds, Fort DeChartre, etc.

*Examinations* – The student is required to take four 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

*Anticipated Student Workload (average):* 9 hours per week outside of class. Collegiate study formula is as follows: 3 credit hours x 3 hours of study per credit hour = 9 hours

**COURSE ASSESSMENT (EVALUATION)**

*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 excepted if not typed and will result in a '0' for the assignment. Grammar, spelling and punctuation will constitute 20% of the assignment's final grade. Remember this is a college and your work should denote this level in its quality.

*Electronic Submissions*-Electronic submissions are not accepted.

*Late Policy* - Papers are due at the beginning of the class segment the day the paper is due. Late papers (unless otherwise stated) will have 10 points deducted from their total score for each weekday they are late.

*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:	<u>200 pts</u>
Total Points	700 pts

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**COURSE POLICIES**

*Class and Official Correspondence Medium* – All official course and college correspondence with students will be through the students' SLCC email address instead of the students' personal email address.

Any cheating or plagiarism will result in a grade of 'F' or 'Zero' being given for the assignment on which it is found.

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**

EMAIL: Kchartrand@slcconline.edu      PHONE: Office: 314-837-6777 x 1521      Cell: 314-691-1985

OFFICE: #200 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.

## THEMATIC QUESTIONS

Please select ONE thematic question per chapter grouping and write a 2-page essay succinctly covering the topic addressed. Total number of essays/chapters due = 10 out of 14. Each worth 10 pts for a total of 100 pts.

### **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?

### **CHAPTER 2: *England's 17<sup>th</sup> 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 2: *England's 17<sup>th</sup> 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?

### **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?

-or-

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

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**COURSE SESSION SCHEDULE**

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

**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 17<sup>th</sup> 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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**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*

*(con't on next page)*

**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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