

# Cincinnati Christian University

## Foster School of Biblical Studies, Arts & Sciences

### HIST 140 – United States History to 1865 (3 semester credit hours)

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**Fall Semester 2018**

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Office Hours: Monday 9:30-12pm

## Course Syllabus

**DESCRIPTION:** A survey of United States history from its colonial beginnings to the Civil War, emphasizing social and political factors in the development of the country.

**RATIONALE:** The history of the United States from its colonial days to the Civil War will provide students with an understanding of the discovery and colonization of America, the political development of the nation, the growth of sectionalism, and the Civil War.

### **OUTCOMES FOR THE ARTS & SCIENCES DEPARTMENT**

- 1) Communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English.
- 2) Adeptly utilize modern research and writing tools.
- 3) Identify decisive events and ideas in the human experience and assess their influences on modern culture and thought.
- 4) Employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities.
- 5) Demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview.

**COURSE OBJECTIVES:** The student will...

- Be able to identify the personalities and events which are important to the growth and development of the United States through the Civil War (A&S Outcomes 3 and 5).
- Be able to explain the issues and problems associated with United States History and how socio-cultural and political forces have influenced the development of the United States from the age of the explorers to the end of the Civil War (A&S Outcomes 3 and 5).
- Be able to trace the chronological and thematic development of the United States from its discovery to the end of the Civil War (A&S Outcome 3).
- Improve analytical reading, writing, and listening skills (A&S Outcomes 1,2, and 4).

### **COURSE REQUIREMENTS:**

1. Attendance –Class absences are strongly discouraged. For additional attendance requirements, see the college catalog.
2. Take Class notes, these are your main source of study material for the midterm and final exam. If a class session is missed the student is responsible for obtaining the information covered in class.

3. Read the course textbook for supplemental info or in case of absence- *A Patriot's History of the United States* by Larry Schweikart and Michael Allen.
4. Reading quizzes will be given over the weekly assigned chapter in *American Reformers, 1815-1860* by Ronald G. Walters.
5. Read and prepare a book review (see attached "Book Review Procedure") for the two required supplemental textbooks:
  - a. *The Shoemaker and the Tea Party* by Alfred Young (Due: Sept. 26, 2018)
  - b. *1831: Year of Eclipse* by Louis P. Masur (Due: Nov. 14, 2018)
6. My Crucial Event project. Students will prepare a 5 min lecture on a specific event from American History (1760-1865). Students must use 3 sources of information outside of class-assigned texts or Wikipedia. Just do a little research. We will get together near the end of the semester and share these together. (Due 12-12-18)
7. Complete a mid-term examinations and a final examination.

**GRADING PROCEDURE:** Letter grades will be determined in accordance with the percentages listed in the college catalog. Grades will be based on the following criteria:

a. Mid-Term and Final Examinations	45%
b. Quiz & Online Discussion Average	20%
c. My Crucial Event	5%
d. Book Reviews	30%

***"History begins in 1776, everything else was a mistake"***  
***- Ron Swanson***

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### ***Course Schedule***

*(The Professor reserves the right to make any changes to the Course Schedule that he deems necessary)*

***Module 1***

**Colonial beginnings, Great Awakening, French & Indian War**  
**No in class quiz**

***Module 2***

**The Road to Revolution**  
**American Reformers- Intro**

***Module 3***

**The Revolution**  
**American Reformers- Chapter 1**

**Module 4**  
**Making a Nation**  
**American Reformers- Chapter 2**

**Module 5**  
**Second War of Independence & Expansion**  
**No American Reformers Quiz**  
**Book Review: Shoemaker & the Tea Party Due**

**Module 6 (Monday only)**  
**The Era of Good Feelings, Jackson vs. Adams**  
**American Reformers- Chapter 3**  
**Participate in Online Discussion Forum**

**Module 7**  
**Mexican American War & Abolition**  
**American Reformers- Chapter 4**

**Module 8**  
**Sectional Conflict & Antebellum Arguments**  
**American Reformers- Chapter 5**

**Module 9**  
**Review & Midterm**  
**No American Reformers quiz**

**Module 10**  
**Abraham Lincoln and the start of the Civil War**  
**American Reformers- Chapter 6**

**Module 11**  
**The Civil War**  
**American Reformers- Chapter 7**

**Module 12**  
**Assassination, Andrew Johnson and the end of the War**  
**No American Reformers Quiz**  
**Book Review: 1831 Year of Eclipse Due**

**Module 13**  
**Grant's Presidency, Reconstruction, Jim Crow Laws**  
**American Reformers- Chapter 8**

**Module 14**  
**Reconstruction, American Advances, "My Crucial Event" Projects**  
**American Reformers- Chapter 9**

**Module 15**  
**Review of Main Themes & Study Session**  
**No American Reformers Quiz**

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## **Book Review Procedure:**

1. **Style** – Book reviews must be written in proper English grammar using the following guidelines:
  - Two-to-three typed pages (double spaced)
  - Use one-inch margins and Times New Roman type.
2. **Substance** – Book reviews must consist of the following three divisions:
  - *Publication Data* – A bibliographic entry for the book being reviewed.
  - *Summarization* – An insightful summarization of the book under review. Excessive summarization without evaluation will result in a lower grade.
  - *Evaluation* – An analytical overview of the book’s content. Examine the author’s purpose, scope, thesis, etc. Discuss the author’s support of the thesis. Note the author’s coverage of the material in the study, and the perspectives from which the author wrote. Does the book deal with a significant issue in American History?

## **Weekly Quizzes:**

1. Weekly quizzes will review the content of an assigned reading chapter.
2. Each quiz will consist of ten general questions about the assigned chapter (if you read the chapter you should have no difficulty answering the questions).
3. Quizzes will be administered at the beginning of class on ten Thursdays throughout the semester.
4. The eight top scores will be used in figuring your quiz average (i.e., your two lowest quiz scores will be dropped).
5. Make-up quizzes will not be administered without a legitimate excuse for the absence (i.e., school function, illness, etc.).
6. The composite quiz average will be worth 20% of your total grade.

***“If the British invade I will have them arrested”***  
***Otto Von Bismark (prior to WWI)***

## **Class Guidelines:**

1. If there appears to be a discrepancy between this syllabus and the Canvas site for the class, ask the professor for clarification.
2. Arrive in class prior to the start of class and be prepared for note taking and class participation
3. If you arrive late for class after attendance is taken it is the student’s responsibility to ask the professor to change their attendance record
4. Arriving late or leaving early may result in being marked as tardy or absent for the class.
5. Students are expected to actively participate in the class and to refrain from causing distractions in class.
6. It is the student’s responsibility to turn in all assignments at the appropriate due dates. In emergency situations, the professor *may* grant a one-week assignment extension
7. Take all quizzes on the scheduled examination dates and at the scheduled examination times (Final Exams will NOT be given at times other than those scheduled for the examination).