

History of St. Louis
Course Expectations
Ms. Amy Doyle

Focus

This course examines the history of St. Louis from the precolonial era to the present day. Students will use a variety of texts, including primary sources, maps, films, articles, and book excerpts to inform their understanding of St. Louis history and build their historical thinking and civil discourse skills. The course is organized into thematic, chronological topics.

Content warning

Material covered in this course will engage with racism, economic privilege, sexism, religious intolerance, homophobia, and other forms of social injustice. You will be asked to study films, texts, and images that are explicit and disturbing. We also will engage in civil discourse, in which we try to understand others' perspectives, some of which you may not only disagree with but also find disagreeable and discomforting. By grappling with difficult topics, we build our capacity to learn from the past and from each other in the attempt to bring about justice. I will do my best to revisit this warning before we study these materials. If you have concerns about how these topics are treated in this course, please speak to me. I take such concerns seriously and I strive to find better ways of addressing challenging and complex topics in the classroom.

Course goals

1. Analyze historical evidence related to St. Louis
2. Make connections with historical events related to St. Louis
3. Engage in civil discourse related to St. Louis history

Grading

Student learning will be formally and informally evaluated through a variety of methods, including written reflections, discussions, and presentations. Below, you will find a basic structure of how your grade will be calculated. Keep in mind this is subject to change.

Reflections and key ideas (5 unit reflections + 5 unit key ideas, 50%)

Each topic concludes with a paragraph reflection summarizing what you learned and an explanation of key ideas from class. Class time is provided and they are open-note. Each reflection is due by the end of the following topic.

Projects (3 projects, 45%)

Three projects are assigned in this class. Projects are done in class at the end of the third, sixth, and tenth topics. Students will create a poster, digital presentation, podcast, graphic artwork, etc. The project should connect one place from the class to one of the three course themes of anti-Blackness, imperialism, and/or racial capitalism.

Discussions (5%)

This course is designed as a seminar course in which inquiry and discussion will be a primary focus. As a result, your participation in class discussion is one way in which you will be

evaluated. Participation in this context is defined as being engaged in the discussion (by paying close attention), reflecting on the discussion itself and/or participating verbally throughout the discussion.

Late work

Requests for extensions will be considered on a case-by-case basis, and only will be granted if made before the original deadline. Regardless of extensions, no work will be accepted for credit after the end of a grading period. All late work will be due 5 days prior to the end of each grading period and are: 10/9, 12/12, 3/5, 5/18 (5/8 for seniors)

Academic integrity

All work in this class should reflect your own thinking supported by historical evidence. Academic integrity is the idea that work is solely based on your own ideas. Examples of behaviors that violate academic integrity include:

- Viewing another student's work before your work has been submitted
- Showing your work to another student before you have submitted your work
- Paraphrasing or copying work from someone else or a website without citing the source

Students who submit work in violation of academic integrity will receive no credit for the work, and both the administration and the student's parents will be notified.

Course outline of topics

This course includes ten topics, each of which is approximately three class days.

1. Exploitation of Furs and First Peoples
2. Manifest Destiny and Genocide
3. Human Rights in St. Louis
4. St. Louis and the Civil War
5. The Triumph of Industrial Capitalism
6. Empire on the World Stage-St. Louis and the World's Fair
7. The Massacre in East St. Louis
8. The Great Migration, Great Depression, and War
9. Hiroshima Flats and the Story of Schools and Suburbs
10. Protests, Public Housing, and Policing

Expectations

Attendance: While there is not an "attendance grade", your participation in class on a daily basis is essential for your ability to learn. Students with unexcused absences may not be able to make up work and may have to serve after school detentions.

Tardies: Because tardies prevent learning and disrupt class, students are expected to be in their seats on time. After being late three times without a pass from another teacher, parents and administrators will be notified and students will be assigned a detention.

Electronic Devices:

Cell phones, ear buds & smart watches are prohibited and should be stored out of your line of sight. Laptops will only be used when directed to do so by your teacher, otherwise, they should be away.

Contact Information: Ms. Amy Doyle | Email: amydoyle@claytonschools.net | Free Periods: 3, 4, 8

Name_____

Date_____Hr_____

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Course Contract

Now that I have explained my expectations for you as my student, what do you expect out of me as your teacher? Please describe your expectations of me as well as anything that I need to know about you and how to best facilitate your learning below:

Please review the syllabus and course expectations with your parent/guardian (s) and have them sign and date below indicating that they have read and understand the syllabus as well. Please share the letter on the previous page with them as well. Further, we may be watching scenes from films and reading primary source documents related to topics we are studying throughout the course of the year that may be graphic in nature. I will do my best to warn you in advance.

I have read and understand the information set forth on this syllabus. I understand that completing my homework is an essential part of the learning process. As such, not completing work on time or using AI to complete my coursework may result in loss of points or the assignment of a mandatory help session. I also understand that I need to be my own best advocate and will be sure to ask questions in the event that I am unclear about content or directions.

Print Student Name Here

Hour

Student Signature

Date