

**AMERICAN HISTORY
FORM IV
2024-2025 Syllabus**



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COURSE OVERVIEW:

The Christian meta-narrative of history, which spans from creation in Genesis to the great Wedding Feast of the Lamb that is chronicled in Revelation, provides a cosmic framework for understanding the totality of human life, culture, and thought. Within the guiding context of God's redemptive plan for humanity, students of history at Saint Benedict Hall encounter the ongoing 'Great Conversation' of the classical western tradition while also seeking to gain a deeper respect for the beauty of our host culture in Hawaii. Through encounters with this ongoing conversation in both historical and literature works, students are encouraged to develop a sense of interest, creativity, and enthusiasm for exploring the beauty of God, the world He created, and themselves. The relationships students form with these ideas are meant to mature throughout their studies and careers as lifelong learners.

This particular course is meant to engage scholars' sense of curiosity of the world around them through providing an in-depth investigation of the historical events and periods of American and Hawaiian history. The first portion of the year's curricular focus will center on the story of the Americas picking up around colonial times and ending in the modern era. The second portion of the course will focus on a study of Hawaiian history, culture, and mythology. By the end of this course, students should have developed a historical perspective on contemporary events of our nation's history from a Biblically informed framework as well as a renewed appreciation for the beauty of our host culture in Hawaii. Students will grow in wisdom with respect to categorizing and evaluating the three main sources of history: the written record, oral tradition, and material remains. The course will heavily rely upon literature, music, art, and primary source readings to enhance scholars' deeper understanding of the subject matter at hand. As well, students will grow in art of the historian in evaluation, synthesis, and application via the art of writing. Finally, the hope is that students will grow in their attentiveness towards the stories of the past and exhibit thankfulness to the Author of all stories.

OBJECTIVES:

By the end of this course, students should have improved in their ability to:

- Maintain a working understanding of the major events and patterns of development in American history;
- Interpret historical evidence, identify significant trends, and synthesize key events to create a concise understanding of American history;
- Examine the foundational documents that provide continuity to the Democratic experience;
- Analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity;
- Write with clarity and precision in various forms and in a manner which reflects acquired knowledge as well as speak effectively in a discussion group and present their work to audiences, using technological innovation where appropriate;
- Effectively utilize a variety of sources – primary and secondary—and show mastery of research techniques;
- Formulate and defend a thesis, consider conflicting evidence and interpretations, critically examine sources, analyze change over time, and apply evidence.

STUDENT PERFORMANCE AND EVALUATION:

To be truly successful in this class, students must be active participants in each of the following areas of the course. That is, students must engage with the material presented and diligently complete all assigned classwork and homework. Willingness to learn can be exhibited in the following areas:

A. Participation in class and readiness to learn (30% of grade):

1. **Bring the tools of learning** (all necessary textbooks, notebooks, and writing supplies, as well as a positive attitude) to class every day. This is the easiest way for students to prepare for class, and this preparation will be factored into the overall grade.
2. **Be ready to volunteer answers** and offer ideas about the previous night's reading or share a question with the class. Students who pay close attention to their nightly readings and arrive in class with discussion questions or reflections will be most prepared to participate. Engagement in our bi-weekly Socratic Seminars will factor heavily into this category.

B. Homework (30% of grade):

A typical day's homework assignment might include reading and note taking on the text and/or reflection questions, a review for a quiz or test, or work on a writing assignment. As in any course, the amount of time that you spend on homework will vary according to ability and work habits. The *average* student should about twenty-five to thirty minutes to complete given assignments Monday through Wednesday and about an hour on Thursday and Friday. If homework is consistently taking much longer to complete, please send an email to me so that we may discuss the situation. (Please note: on days of the week when we don't meet as a class, students will be given a heavier workload to do at home.)

All homework is due at the beginning of class. Assignments that have not been submitted by the beginning of class will be counted as late and receive a 10% deduction for every day it is late. Students may turn the assignment in during the week it was due for partial credit, but will receive a zero for any work turned in after this window. (See below for further information regarding the Late Work Policy).

C. Assessments (40% of grade):

There will be regular quizzes on textbook readings, key vocabulary terms, and/or important concepts, so students should come to class each day prepared. Tests will occur at the end of a unit and final exams will be administered at the end of each semester. There will also be several writing assignments and projects due each unit. Dates for these will be given to you in advance to record in your planner.

Letter Grade Percentages:

SCL (100%) CL (99% - 90%) SCH(89%) CH (88%-80%) CS (79% - 70%)
CD (69% - 0%)

Grades are calculated based on the following rubric:

- **Exemplary (CL):** Student is respectful of the ideas of others, consistently stays focused and is self-directed, routinely contributes insightful and constructive ideas to class discussion, listens to and builds upon the discussion of others and supports their efforts, brings the

needed materials to class and is prepared to work, always has a positive attitude in class, and shows no disruptive behavior.

– **Proficient (CH):** Student is rarely critical of others, often has a positive attitude toward in class work and is generally focused, generally provides useful ideas to class discussion and builds on the discussion of others, almost always brings needed materials to class, and is actively engaged in class almost every day.

– **Developing (CS):** Student often or occasionally has a positive attitude in class, focuses on in-class work some of the time but often must be reminded by the teacher of what needs to be done, sometimes provides useful ideas to class discussion, often listens to and builds on the discussion of others but sometimes is not actively listening or responding, and often brings materials but sometimes needs to borrow.

– **Unacceptable (CD):** Student is often critical of others and is sometimes disrespectful, rarely focuses on class work, rarely provides useful ideas to class discussion, and is often disruptive or inattentive.

SOCRATIC SEMINAR STYLE OF LEARNING:

The mode of instruction in this class will often combine the Socratic Seminar style of learning with lectures and teacher coaching. Because Socratic Seminars are largely student-led, this learning method requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor investigate and explore the many complex aspects of the stories they read together. Students are expected to follow the following rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion;
- Students must mentally prepare serious questions for the class to consider during discussion;
- Students must attend fully to the discussion at hand and refrain from any side conversations;
- Students must limit their comments only to the selection assigned for homework;
- Students must support their observations, arguments, or claims with *specific textual* evidence.

ABSENCES AND LATE WORK POLICY:

Since class participation is an important part of this course and factors into the final grade, good attendance is vital for effective learning and academic progress. However, if a class is missed, it is the scholar's responsibility to get notes/assignments from the teacher or a classmate and make whatever arrangements necessary to catch up. If a test or quiz was missed, students should be prepared to take it *as soon as they return*. It is their job to schedule a time with me to make up this assessment. Students will have one day for every day absent to make up anything that they missed. In the case of extenuating circumstances or emergencies, please communicate with me as soon as possible so I can work with you to accommodate.

CLASSROOM BEHAVIOR:

In conjunction with parents/guardians, Saint Benedict Hall has the goal of developing not only habits of good scholarship and critical inquiry, but the virtues of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students and will not be specially rewarded at school. It is its own reward in the esteem earned from teachers and fellow students.

The classroom is a communal meeting place founded on mutual respect where the joy of learning is cultivated and the love of Christ is reflected. Student behavior should align with this philosophy. When behavior fails to do so, the instructor will first invest in a conversation with the student using love and

logic and the tenets of the class creed, proceeding from there using the disciplinary guidelines set forth in the SBH Program Handbook.

MATERIALS:

Students will read the following texts this year in class:

A Short History of the United States by Robert Remini
The Legends and Myths of Hawaii by King Kalākaua
Fornander's Ancient History of the Hawaiian People
Hawaii's Story by Hawaii's Queen by Queen Liliuokalani
Selected Primary Sources

Students must report to class each day with the following materials:

- Pencil bag containing the following: a blue or black pen, a red pen, sharpened pencils, and a highlighter;
- Course binder or folder with loose leaf paper and sections for handouts;
- Designated course notebook;
- American History textbook (handed out on the first day of class);
- Previous night's homework.

ACADEMIC HONOR CODE:

Knowledge, skill, and character are fundamentally the possessions of individuals, and only the individual, through their actions, may obtain and preserve these goods. The Academic Honor Code exists to guide individual students towards those actions which promote honesty and learning and away from those actions which sacrifice honesty and learning to other ends. The Honor Code codifies those values which must be upheld for the health of our academic community, and universal subscription to it builds trust amongst students, faculty, and families. The Academic Honor Code is given below.

As a student in this class, I agree to the following:

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*
- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*
- *I will not copy from or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, I will carefully cite all external sources. I will not represent someone else's work as my own. I will do my very best to learn from my teachers the clear distinctions between appropriate research and plagiarism, intentional or unintentional.*
- *I will never use any "study aids" such as Cliff's Notes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*

- *I join the entire student body of the Academy in a commitment to this Code of Honor:*

-Portions of this honor code are derived from the current Duke University and Stanford University honor codes.

“Begin to be now what you will be hereafter.” — Saint Jerome

PROGRAM HANDBOOK:

For all other policies and procedures, please refer to the SBH Program Handbook on the Parent Dashboard.

Dear Parents,

Please take time to review this syllabus with your student. After reading it over, sign below to indicate that you and your student understand and agree to the expectations outlined and agree to provide the necessary materials and support to ensure your student's success.

If you have any questions about the class, please do not hesitate to contact me via Slack or the email provided.

The main portion of the syllabus should be placed in the scholar's binder or notebook for future reference. Please tear this page off and have your student return it to school by the end of the first week of school. Mahalo!

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Comments or questions: