

SAINT LOUIS UNIVERSITY
1818 Advanced College Credit Program
1818.slu.edu

HS-1600: U.S. History to 1865 (Fall)

Cor Jesu Academy
SS 350 AP/ACC U.S. History
Fall 2023 Course Syllabus

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Welcome! We are convened to assess these and many other theories of history to the colorful and dramatic evolution of the American people by exploring the growth of the nation from the first European settlements through the Civil War. We will develop your analytical skills so that you can understand the country's growth and the nature of United States society in a globalized world.

HIST 1600 - History of the United States of America to 1865	Credit(s): 3 Credits
This course covers American history from the period of contact through the Civil War. Topics include the collision of European, African, and Native American cultures in the age of contact and settlement; colonial British North America; the American Revolution and the Constitution; geographic expansion and social, economic, and cultural change in the Jacksonian era; slavery and the sectional conflict, and the Civil War.	

Attributes: U.S. History, Pre-1865 U.S. History, UUC: Aesthetics, Hist & Culture, UUC: Identities in Context

Courses that satisfy the **Aesthetics, History and Culture** requirement advance students' ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students' abilities to draw reasoned conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products) using qualitative interpretive techniques and scholarly sources.

Identities in Context courses guide students in rigorous examinations of how diverse and intersecting identities shape how people move through and experience the world. In these courses, students analyze how identities form through interaction with others and within social structures, explore key categories of identity analysis, reflect on their own biases, and connect across differences.

Essential Learnings for the course:

Proficient students should be able to master the following skill types and the historical thinking skills those types include:

I. **Chronological Reasoning**, with the ability to identify historical causation, to notice patterns of continuity and change over time, and to evaluate historians' models of periodization.

II. **Comparison and Contextualization**, with the ability to compare related developments across place and time, and to explain and evaluate multiple and differing perspectives on given historical phenomena.

III. **Crafting Historical Arguments From Historical Evidence**, with the ability to analyze commonly accepted historical arguments, to explain how an argument has been constructed through historical evidence, and to use relevant evidence to construct arguments of their own.

IV. **Historical Interpretation and Synthesis**, with the ability to analyze diverse historical interpretations, and to evaluate how historians' perspectives influence their interpretation and how models of historical interpretation change over time.

We will write free-response and Document-Based Questions throughout the year that test your proficiency with these skills.

Course Historical Periods:

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. These periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the end of the Civil War, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies:

Period	Date Range
1	1491–1607
2	1607–1754
3	1754–1800
4	1800–1848
5	1844–1865

Main Historical Themes:

We can and should also approach the chronological nature of history through the lens of larger historical themes:

*Identity (ID)

*Work, Exchange, and Technology (WXT)

*Peopling (PEO)

*Politics and Power (POL)

- *America in the World (WOR)
- *Environment and Geography (ENV)
- *Ideas, Beliefs, and Culture (CUL)

Class Details and Policies:

Our class will meet on a block schedule for 85 minutes every other day, utilizing collegiate-level reading assignments, quizzes, multiple-choice and essay tests, and “DBQs” (document-based questions) to prepare for the Advanced Placement exam in U.S. History in May and to fulfill the junior-level social studies requirement.

Training students to handle the free-response section of the AP Exam in May provides much of the focus for the writing component of the course. Students will be required to write several DBQs and LEQs throughout the year leading up to the May exam. We will spend considerable class time preparing for them by practicing thesis construction, primary source analysis, and proper essay composition.

Grading/Graded Assignments: grades will be determined based on the following required assignments:

- Quizzes that include Multiple Choice-based Questions that include or simulate questions designed to prepare you for the revised AP exam—they will be organized around 2-6 questions that focus on a primary or secondary source or other historical issue. (20-30 pts. each)
- Short-Answer Question Quizzes meant to illustrate the types of questions that will appear on the revised AP exam (20-30 pts. each)
- DBQs: One outside of class, one in class. (Serve as a Unit Test, worth 50 pts.)
- Long Essay Question Test that focus on a specific historical thinking skill such as thesis writing and using historical evidence (Serves as a Unit Test, worth 50 pts.)
- 2 Unit Tests that include a balance of all of the above. (50 pts each)
- Participation and attendance (based on the school handbook and departmental policy as discussed in class)
- Final exams (2; one at the end of each semester. Finals will be factored in as 15 percent of your semester grade, per school policy.) Final Exams will be a combination of essay (with thesis and evidence), short essay and multiple choice question.

I will give you a participation score worth up to 10% of your grade; your class discussion, attendance, and degree of engagement with the readings will earn you a score of 100, 90, 80, or 70 points. Participating in discussions can be vital for college courses and, of course, for your employment beyond the university.

As your student handbook specifies, you are to be in class on time, and if you miss more than six class meetings you will receive a lowered—and possibly failing—grade.

Late Work / Make-Up Tests Policy:

It is the student's responsibility to find out what work was missed during an absence (preferably by asking another responsible student or checking the class website). All missed work is due upon the absent student's return. There is a 10% deduction each school day any assignment is missing. Students will receive a zero for assignments not submitted within a cycle of the due date. The deadline for all work is the last scheduled day of classes for the semester.

In case of an absence during a test, a student can make up one test for full credit (within the cycle). 10% will be taken off the grade of a second test missed during an absence. A third test missed during an absence will have 20% deducted. A fourth test missed will have 30% deducted. All missed quizzes must be made up within one cycle of the absence, or else the grade will be a zero. Make-up quizzes and tests should be completed during the afterschool make-up sessions on Tuesday or Wednesday. The department, typically, will not allow the re-taking of a failed test.

Students are responsible for properly submitting work electronically.

The department will adhere to the Student Handbook policy concerning academic integrity.

All cell phones should be turned off and put away during class.

PLEASE NOTE: *The use of Artificial Intelligence (AI), unless allowed and explained by the teacher, can result in a loss of points or a zero on the assignment in question, and may lead to additional discipline from the Social Studies Department and/or the Administration.*

FOR SLU STUDENTS:

As an institution, Saint Louis University is fully accredited by the Higher Learning Commission (HLC). SLU has been continuously accredited since 1916.

Important SLU Dates

Fall Semester (HS 1600)

Registration Period: August 14-October 2

Last day to drop course, removed from transcript: October 2

Last day to drop with "W" on transcript: October 27

Spring Semester (HS 1610)

Registration Period: January 10-February 12

Last day to drop course, removed from transcript: February 12

Last day to drop with "W" on transcript: March 29

SLU Grading Scale

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Point	Interpretation
A	4.000	High Achievement and Intellectual Initiative
A-	3.700	
B+	3.300	Above Average, Approaching High Achievement
B	3.000	Above Average Achievement
B-	2.700	
C+	2.300	Midway Between B and C
C	2.000	Average Achievement
C-	1.700	
D	1.000	Inferior but Passing Achievement
F	0	Failure

Note on SLU Undergraduate Cumulative GPA: The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [Academic Integrity : SLU](#)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX

SLU abides by Title IX in accordance with the policy found at this link:

https://slu.policystat.com/policy/token_access/4723d1ac-92fb-4985-8321-b2dc21d517d3/#autoid-n7q7j

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit

<https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit

<https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall

Course Materials:

The course's basic text is a web-based text titled *The American Yawp*. See the first page of the site for the definition of yawp. The link is: <https://www.americanyawp.com/>. Appropriate sections are assigned to each Unit. It is up to you to keep up with the reading.

We will also use a number of primary and secondary documents drawn from a variety of sources. Documents and essays will be available on the class web site via link or scanned copy.

Fall Semester (HS 1600)

Unit 1. Pre-Columbian and Early Colonial America (Period 1 & Period 2)

Read Sections 1-4

Documents

- Alfred Crosby, short essay on “The Columbian Exchange”
- Peter Nabokov and Dean Snow, “Algonquians and Iroquoians” from *The Way We Lived*
- Christopher Columbus, selections from Journal
- Jacques Cartier, selections from Memoir
- Excerpts from Spanish Trial of Pueblo Revolt
- New World Emigrants (ship manifests)
- Virginia Company Charter 1606
- Powhattan’s response to John Smith
- Mayflower Compact
- John Winthrop, “A Model of Christian Charity”
- Virginia slave codes
- Gottlieb Mittelberger, The Passage of an Indentured Servant
- Ann Hutchinson examination
- Jonathan Edwards, “Sinners in the Hands of an Angry God”
- Peter Zenger trial

Themes: ID, WXT, PEO, POL, ENV, CUL

Activities: Students will discuss the impact of the Columbian exchange on the New World and the Old World. (WXT-1; PEO-1 & 4; ENV-1)

- Students will investigate pre-Columbian Native American culture through Nabakov and Snow’s “Algonquians and Iroquoians” essay. (CUL-1)
- Students will be introduced to the APPARTS method of analyzing documents. Using that method, students will compare Native American cultures through the lenses of Columbus’s Journal, Cartier’s Memoir, Excerpts from the Pueblo Revolt Trial, and Powhattan’s response to John Smith. (ID-4; WOR-1; CUL-1)
- Students will investigate the origins of the British colonies in North America, in comparison with the colonization efforts of Spain, France, the Netherlands. (ID-4; PEO-1; POL-1; WPR-1; ENV-1, 2 & 5)
- Using document labeled “New World Emigrants,” students will compare/contrast two ship passenger lists from the 1630s, one ship bound for Virginia and the other Massachusetts. (ID-6; PEO-1)
- Using John Winthrop’s “A Model of Christian Charity,” a portion for the transcript of the Ann Hutchinson investigation, and Jonathan Edward’s sermon “Sinners in the Hands of an Angry God,” students will trace the development of Puritanism in New England. (CUL-1 & 4)
- Using various sources, students will assess the role of women in colonial society. (CUL-2)

- Using laws created in Virginia pertaining to slavery, students will explore the development of the institution in the British colonies. Students will also compare the experience of slaves with that of indentured servants using Mittelberger's *The Passage of an Indentured Servant*. (WXT-4; PEO-5)

Unit 2: From Colony to Nation (**Period 3**)

Read Sections 5-7

Documents

- Declaration of the Stamp Act Congress
- Declaratory Act
- Paul Revere's Boston Massacre print
- Virginia Resolution
- Declaration of Independence
- Articles of Confederation
- The U.S. Constitution
- Excerpts from *The Federalist Papers*
- Alexander Hamilton letter, 1801

Themes: ID, POL, WOR, CUL

Activities: Students will analyze the events of the colonial conflict with England in terms of their cause and consequences along the path to independence. (POL-1; WOR-2; CUL-2 & 4) [CR 8]

- Students will analyze Paul Revere's Boston Massacre print as a document and artifact. (CUL-4)
- Students will assess the grievances listed in the Declaration of Independence in light of the events leading up to July 1776. (ID-1; POL-1; WOR-2)
- Students will read the U.S. Constitution as it was written in 1787 to understand its meaning then, and also to gain perspectives on its meaning now. This knowledge of the Constitution will be useful for the rest of the course. (POL-5)
- Students will analyze the role of women in the Revolutionary Era through Mary Beth Norton's "Women and the Revolutionary Cause" and Linda Kerber's "Women's Place in the Republic" in *American Issues*. (ID-1; POL-1; CUL-2)
- Students will investigate the development of political parties and the First Party System. Using this as a point of departure, students will consider the role of parties on today's political system. (ID-1; POL-2; CUL-2)

Unit 3: Jacksonian America/Conflicting Visions (**Period 4**)

Read Sections 8-11

Documents

- Growth of America, 1790-1860 (statistics and maps)
- Missouri Compromise map
- The Monroe Doctrine
- South Carolina's Exposition and Protest

- Andrew Jackson's Bank Veto
- "Andrew Jackson and Cherokee Removal" from *Retrieving the American Past*
- John L. O'Sullivan, on Manifest Destiny
- Seneca Falls Declaration

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Activities: Students will analyze patterns of growth and change in the United States using charts, graphs, statistics and maps found in the document "Growth of America, 1790-1860." (WXT-2; PEO-2 & 5; WOR-2 & 5; ENV-3 & 4)

- Students will investigate the development of the Second Party System and its competing political perspectives during the era using documents such as Andrew Jackson's Bank Veto message, South Carolina's Exposition and Protest. (ID-1; POL-2 & 5; CUL-2)
- Students will compare differing interpretations of Andrew Jackson's Indian removal policy presented in the "Andrew Jackson and Cherokee Removal" chapter of *Retrieving the American Past*. (ID-2; PEO-5; ENV-3 & 4; CUL-2 & 5)
- Using the Monroe Doctrine and John L. O'Sullivan's essay on Manifest Destiny, students will explore attitudes concerning the nation's place in the world. (ID-2; WOR-5; ENV-3 & 4)
- Students will examine the rise and extent of democracy in the United States as it applied to "the common man," as well as women and African Americans. (ID-1; WXT-5; POL-6; CUL-2)
- Students will complete an in-class DBQ related to the Jacksonian Era. The essay will include a well-developed thesis and address the documents per AP instructions. [CR 5]

Unit 4: Sectionalism, Secession, Civil War, and Reconstruction (**Period 5**)
Read Sections 12-15

Documents

- David Walker's Appeal (A Black Abolitionist Speaks Out)
- William Lloyd Garrison, *The Liberator* (first issue)
- Nat Turner, Confession
- "Appeal of the Independent Democrats"
- Dred Scott documents
- Excerpts from Lincoln speeches
- Ordinances of Secession from Georgia and Virginia
- Emancipation Proclamations (Preliminary and Final)
- Gettysburg Address
- Reconstruction Amendments

Themes: ID, WXT, POL, CUL

Activities: Students will trace the causes and consequences of the sectional conflict that led to secession and civil war. (ID-5; POL-2 & 3; CUL-5) [CR 8]

- Students will identify political, social, cultural, economic, and personal factors that motivated men to enlist in to fight. (POL-6; CUL-5)
- Students will assess the factors that led to Union victory and will identify turning points in the war. (WXT-5)

- Students will analyze the successes and failures of Reconstruction. (POL-5 & 6)
- Students will investigate the impact of the Civil War and Reconstruction on women and African Americans. (ID-7; CUL-2)

End of Fall Semester Final (See description above for format.) [CR 5] **TBA**