



On-Campus Course Syllabus

HIS 103

American History I

Spring 2023

Class Information

Day and Time: M/W: 3:15pm – 4:30pm

Room Number: E205

Contact Information

Instructor Name: Tyler Sherron

Instructor Email: tsherron@criswell.edu

Instructor Phone: 317-691-8140

Instructor Office Hours: N/A

Course Description and Prerequisites

A survey of American history from American beginnings through the Civil War. (This course satisfies for a Humanities/Fine Arts course.)

Course Objectives

- The student will know the general course of American history through the Civil War, including a knowledge of the significant movements, ideas, and people.
- The student will develop facility in close reading by analyzing primary readings.
- The student will develop critical thinking skills by crafting critical questions regarding the readings.
- The student will evaluate historical developments and circumstances with Scripture and theology.
- The student will be able to apply the lessons of the American past to cultivate a better understanding of themselves, their faith, and their social responsibility as a Christian.

Required Textbooks

Thomas S. Kidd, *American History, Volume 1: 1492-1877*. Nashville, TN: B&H Academic, 2019. ISBN 978-1-4336-4441-2

Selected readings, obtained via Canvas.

Course Requirements and Assignments

1. **Reading (20%)** The student will read the assigned portions of the required reading before the class period in which they are due. In addition to the Kidd textbook, selected primary readings will be

required. These readings will be obtainable in Canvas. A weekly reading quiz ***will be due in Canvas each Wednesday by 11:59pm.***

2. **Critical Questions (10%)** To augment the primary source readings, students will craft two critical questions for those class periods in which we take up a primary reading. Good critical questions require time and thought with the material and go beyond simple questions of fact (i.e., In what year did the colonists declare independence?). On the contrary, quality questions are specific and often forced, forced in the sense that they present a thesis that must be accepted or rejected. An example is as follows: “Proslavery advocates often cited the Bible to defend slavery. In response, abolitionists jettisoned the ‘letter’ of Scripture, which seemed to support it, for the ‘spirit’ of Scripture, which laid a more general claim to love neighbor. Which approach best honors sound biblical interpretation and application? How should we address the issue of modern slavery and the Bible?” Further instruction will be provided on the first day of class. ***Students will submit their questions in Canvas each Wednesday by 11:59pm.***

3. **Circumstance Paper (20%)** The student will select one figure from within the parameters of the course to conduct an analysis (5-7 pages) of the said figure’s passions, talents, and circumstances, answering the question of why the figure is significant in historical memory. That is, the student will determine the figure’s chief passion, the primary talents that assisted the figure in the pursuit of it, and the main historical circumstances that gave the figure the stage to execute it. To assist this analysis, the student will be required to use at least one standard biography. And following the analysis, the student will be required to provide a postscript (2-3 paragraphs) addressing their own chief passion, primary talents, and main circumstances. The paper will be due as a hard copy in class ***on Wednesday, May 3.***

4. **Midterm Examination (25%)** The midterm examination will consist of three sections: identifications, fill-in-the-blank, and short essays. With identifications, the student will be asked to identify (in 2-3 sentences) a historical figure, event, or idea in such a way that the identification cannot be attributed to anyone or anything else. Try to be as specific and concrete as you can here. The fill-in-the-blanks will come loosely from the Kidd text. And then there will be 2 short essays (1 page double-spaced each) that will address a major topic from the reading and lectures. This will be a take-home exam, ***opened in Canvas on Wednesday, March 1, and due in Canvas on Friday, March 10 by 11:59pm.***

5. **Final Examination (25%)** The final examination will not be cumulative but will instead address the material from the second half of the course. The structure will be the exact same as the midterm examination (identifications, fill-in-the-blank, and short essays). Like the midterm, the final will be a take-home exam, ***opened in Canvas on Wednesday, May 3, and due in Canvas on Wednesday, May 10.***

Weightings:

Reading:	20%
Critical Questions:	10%
Circumstance Paper:	20%
Midterm:	25%
Final:	25%

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour

F	0-59	0.0 grade points per semester hour
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Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Lecture Topic	Readings/Assignments
Week 1. Introduction		
Wed, 1/18	Introduction	
Week 2. Early American Encounters		
Mon, 1/23	Native Americans and the Conquest of the Americas	Kidd, Ch. 1
Wed, 1/25	The Protestant Reformation and the English Colonies	Bartolomé De Las Casas; Questions Due
Week 3. England and Its Colonies		
Mon, 1/30	Virginia, Maryland, and New England	John Winthrop; Questions Due
Wed, 2/1	Middle Colonies, Quakers, The Carolinas, and Georgia	Kidd, Ch. 2
Week 4. A Maturing Colonial Society		
Mon, 2/6	Mercantilism, Slavery, Consumerism, and Enlightenment	Kidd, Ch. 3
Wed, 2/8	The First Great Awakening	Jonathan Edwards; Questions Due
Week 5. The Coming of Independence		
Mon, 2/13	The Seven Year's War and British Impolicy	Kidd, Ch. 4
Wed, 2/15	The First Continental Congress and Declaring Independence	Thomas Paine; Questions Due
Week 6. The American Revolution and the Constitution		
Mon, 2/20	The War for Independence	Kidd, Ch. 5
Wed, 2/22	Building a New Nation: The Articles, the Constitution, and the Bill of Rights	James Madison; Questions Due
Week 7. The Early National Period		
Mon, 2/27	The Rise of Political Parties	Kidd, Ch. 6
Wed, 3/1	The Nation Grows	Judith Sargent Murray; Questions Due
Week 8. A Growing Republic		
Mon, 3/6	Technological and Political Developments	Kidd, Ch. 7
Wed, 3/8	The Second Great Awakening	Charles Finney; Questions Due; Midterm Due 3/10 @11:59pm
Spring Break		
Mon, 3/13	Spring Break	
Wed, 3/15	Spring Break	
Week 9. The Age of Andrew Jackson		
Mon, 3/20	Jacksonian Developments	Kidd, Ch. 8
Wed, 3/22	Distinctives of 19th-Century American Slavery	Sarah Grimké; Questions Due
Week 10. The American West		
Mon, 3/27	New Lands	Kidd, Ch. 9
Wed, 3/29	"Free Soil": The Problem of Slavery Festers	John C. Calhoun; Questions Due
Week 11. Learning and Belief in Antebellum America, Pt. I		
Mon, 4/3	Education and Secularization	Kidd, Ch. 10
Wed, 4/5	Theological Liberalism	Horace Bushnell; Questions Due
Week 12. Learning and Belief in Antebellum America, Pt. II		
Mon, 4/10	The Bible and Slavery	William Lloyd Garrison; Questions Due
Wed, 4/12	Transcendentalism	Ralph Waldo Emerson; Questions Due
Week 13. The 1850s and the Coming of the Civil War		
Mon, 4/17	The 1850s	Kidd, ch. 11
Wed, 4/19	Secession	Kidd, ch. 12
Week 14. The Civil War		
Mon, 4/24	Fighting the War	Kidd, Ch. 13
Wed, 4/26	To Appomatox Courthouse	Kidd, Ch. 14; Abraham Lincoln; Questions Due
Week 15. Reconstruction		
Mon, 5/1	Reconstruction	Kidd, Ch. 15
Wed, 5/3	Jim Crow	Circumstance Paper Due
Week 16. Finals Week		
Mon, 5/8	Finals Week	No Reading
Wed, 5/10	Finals Week	Final Due 5/10 by 11:59pm