

St. Louis University
1818 Advanced College Credit Program
www.slu.edu/colleges/AS/1818acc

HS X2600: History of the US to 1865
HS X2610: History of the US since 1865

Ste. Genevieve High School
College Preparatory American History
Course Syllabus
Fall 2021/Spring 2022

Instructor: Dr. Michael A. Ruch
Main Office: (573) 883-4500
Email: mruch@sgdragons.org

Essential Resources:

1. Text: *America: History of Our Nation*
2. <http://www.theruch.weebly.com>
3. Additional Material: students will be responsible for attaining additional material for reading/research projects.
4. Other supplies: art/project supplies will be needed for many classroom learning activities

Course Description

American History is the study of significant national events from the discovery of America to the present. This course will emphasize the impact of historical events on contemporary America. All aspects of the social studies (history, geography, political science, economics, psychology and sociology) will be incorporated to better understand history and its impact. The class will be fast-paced and intense to insure coverage of the entirety of American History. The course will emphasize the following list of Saint Louis University concepts and skills. In depth reading of the website presentations and enrichment materials will be necessary. Students will be expected to produce analytical discussions and writings of the reading material. Participation in learning activities, discussions and daily focus is heavily rewarded in the homework grade. In addition, **ALL** tests will include essay questions. There will be an historical book review or research paper each semester. Welcome to the class and good luck!!!!

Student Academic Expectations

1. Write insightful and comprehensive essays analyzing historical topics.
2. Understand and relate past events to current events.
3. Evaluate events in their historical context.
4. Analyze the contributions of significant people on contemporary America.
5. Interpret and draw conclusions from historical events and patterns.
6. Actively participate in academic discussions and activities.
7. Read the text and other materials to evaluate the significance of key people, events and concepts.
8. Compare and contrast significant events, eras and people.
9. Read and analyze primary source documents and materials.
10. Apply knowledge gained through reading and discussion to analyze patterns and events in history.
11. Research information using the local libraries, internet and university libraries.
12. Take responsibility for your own learning through notes, reading, research, assignments and participation.

Daily Classroom Procedure

1. Be in your assigned seat and quiet when the tardy bell rings and attendance is being taken.
2. Be prepared to LEARN (Ex. device charged/logged on, focus yourself, test day assignments complete, stapled and submitted).
3. Check the chalkboards or screen and immediately begin daily introductory assignments.
4. Be attentive, engage in learning activities, ask questions, make relevant comments.
5. **Actively** learn by participating in class discussions and activities.
6. When given time to complete an assignment, *use the time to complete the assignment.*
7. Remain in your seat until dismissed. (7th Hour must stack all chairs and remain in assigned area until bell)
8. Weekly FOCUS grade is based on following the daily procedures and engagement with history learning.
9. You are responsible for missed assignments according to school policy if you are out of class for any reason.
10. In the event of a substitute teacher, an assignment will be made worth 100 points and will be due at the end of the class period.
Any unsatisfactory behavior will result in 0 points and disciplinary action. Excellent behavior will gain great rewards for all.

Grading Procedure

ALL assignments are for a grade. Semester grades will be calculated with a 45% weight on classwork and a 45% weight on formal assessments. A **comprehensive** final will be given at the end of each semester worth 10% of your semester grade. Thus, testing will be the major factor in your final grade. The book reviews or research paper will have a major impact on semester grades. Bonus points will be awarded periodically, but I will accept NO extra work for bonus points. There are no curves or weights applied to grades. Percentages will be rounded to the nearest whole percent. Letter grades will then be determined according to the school grading scale. All students will start the course with an "A" after completing the course contract.

Grading Scale:	A	95-100	Unit Activities:	1. Classwork	10 pts each
	A-	90-94		2. Quizzes	50 pts each
	B+	87-89		3. FOCUS Points	10 pts per day
	B	83-86		4. Projects/Games	Various
	B-	80-82		5. Test/Essay	100 Test Points
	C+	77-79			
	C	77-76			
	C-	70-72			
	D+	67-69			
	D	63-66	Other Assignments:	1. Book Reviews	100 Test Points
	D-	60-62		2. Research Paper	100 Test Points
	F	00-59		3. Semester Finals	10% of Semester Grade

Academic Integrity

This class holds the same standards of academic integrity as classes on the St. Louis University main campus. Cheating and plagiarism are completely unacceptable in the college setting. In the event of an academic integrity violation, a letter will be submitted to the St. Louis University 1818 office for placement in your university academic file. Complete, specific college guidelines are available at <http://academicintegrity.slu.edu/>. **DO NOT COPY AND PASTE!!!**

Emergency Procedure

1. FIRE: Exit classroom through outside door, assemble quietly in the student parking lot. I will check attendance, so remain in a group until the all clear signal, then return immediately to classroom.
2. STORM: Exit classroom in a single file line in the center of the main hall. Go to the Boys Locker Room where you duck and cover. I will check attendance, so remain in a group until the all clear signal, return immediately to the classroom.

Special Computer Classroom Procedures

1. Be sure your device is charged and ready to work daily. Electric is available in the classroom, but you are responsible.
2. Log into your device immediately and be prepared to begin class activities BEFORE the bell rings.
3. Printing is NOT available in the classroom. The library has print stations. Print needed items BEFORE class.
4. ALL computer use in class should relate to class content. Games, videos, Netflix, web surfing is NEVER allowed.
5. Follow school and classroom computer policies. The high school policy is **NO PHONES EVER!! PLEASE NEVER ASK!!!**
6. ALWAYS HAVE A BACK UP PLAN FOR TECHNOLOGY FAILURE!! YOUR GRADE DEPENDS ON IT!!

1st Semester
HS X2600: History of the US to 1865 Content

1. Discovery and Colonization

- Compare and contrast the exploration efforts of Spain, France and England
- Emphasis on the colonial wars that shifted global balance of power and led to the American Revolution.

2. The American Revolution and Constitution

- Analysis of causes, fighting and results of the American Revolution
- Emphasis on the original documents and writings that influence modern American government
- A project and presentation will be required for this unit

3. The Early Republic

- Analyze the successes and failures of the Washington through JQ Adams administration

4. The Age of Jackson

- Analyze the successes and failures of the Jackson through Buchanan Administrations
- Analyze the causes of the Civil War as they occur in this era
- A research project and presentation on a presidential administration will be required in this unit

5. The Civil War and Reconstruction

- Analyze the causes, fighting and results (long and short-term) of the Civil War
- A research project/presentation concerning a Civil War Battle will be required for this unit

6. The Gilded Age and Westward Expansion versus Progressivism and Imperialism

- Illustrate the process of westward expansion
- Illustrate the process of eastern industrialization and its effects that lead to the Progressive Era
- Compare and contrast American society during the Gilded Age and Progressive Era
- Analyze imperialism and the entrance and consequences of America onto the world stage of power

7. World War I

- Analyze the global causes, fighting and results of World War One
- Analyze the specific American reasons for entry and consequences of the WWI experience
- A writing project will be required for this unit

8. Final Exam and Project

- The comprehensive final exam will cover all events, people and significant facts of the semester
- The final exam will include every president from Washington through Woodrow Wilson
- The final exam is 10% of your semester grade
- In addition, a major research paper or book review will be due prior to the final exam
- The research paper topic or book reviewed must be approved by the instructor and following the instructor's format

2nd Semester
HS X2610: History of the US since 1865 Content

1. The Roaring Twenties and the Great Depression

- Analyze the politics, economics, and culture of 1920's America
- Analyze the causes and effects of the Great Depression
- Compare and Contrast the Harding, Coolidge and Hoover Administrations with the FDR Administration
- Emphasis on the significant shift in economic and political theory due to the Great Depression
- A stock market simulation will be required for the 1920's portion of this unit

2. World War II

- Analyze the causes, fighting and results (long and short term) of WWII
- Emphasis on the social, cultural and global impact of WWII on post-WWII America
- A research project concerning a World War II battle will be required for this unit

3. The Early Cold War

- Analyze the causes and impact of the Cold War on world politics and American culture
- Analyze the Truman, Eisenhower and Kennedy Administrations in relation to the Cold War

4. The Turbulent 1960's: Civil Rights, Politics and Vietnam

- Analyze the 1960's politics of the Kennedy, Johnson and Nixon Administrations
- Analyze the successes and failures of the civil rights and other social movements
- Analyze the historical causes, fighting and results of the Vietnam War

5. The 1970's

- Analyze the politics of the Nixon, Ford and Carter Administrations
- Emphasis on comparing and contrasting Nixon foreign policy endeavors with his Watergate demise

6. The 1980's and the End of the Cold War

- Analyze the Reagan and Bush Administrations
- Emphasize the historical roots of terrorism and their relation to contemporary America
- Discuss events of the Clinton and George W. Bush Administrations depending on time available

7. The War on Terror

- Analyze the historical tensions that led to terrorism in the post-World War II world
- Synthesize terrorism with the Persian Gulf War, 9/11, and the Afghanistan/Iraq Wars

8. Final Exam and Project

- The comprehensive final exam will cover all events, people and significant facts of the semester
- The final exam will include every president from Woodrow Wilson through Donald Trump
- The final exam is 10% of your semester grade
- In addition, a major research paper or book review will be due prior to the final exam
- The research paper topic or book reviewed must be approved by the instructor and following the instructor's format

AMERICAN HISTORY PROJECT

Historical Book Review

In order to better prepare students for the college experience and fulfill the high standards of SLU, an historical book review or research paper will be required of the CP American History student. You may choose whether to complete a book review or research paper.

The book review grading criteria are listed below. The research paper grading criteria are on the opposite side of this sheet. The student must select and gain instructor approval of one historical book. This book may be a significant work of non-fiction or a classic novel with significant historical context. The instructor will determine if the book meets expectations. The student will then read the approved book and prepare a book review based on the following criteria. The total assignment will be worth 100 points.

1. Selection (-20 points)

- *book must be approved by instructor and must be scholarly
- *a thorough book review will generate 5-8 pages

2. Author (20 points)

- *research the author of the book
- *summarize the author's career
- *analyze the author's qualifications to write the book

2. Summary (20 points)

- *determine the thesis of the book
- *summarize the primary content supporting the thesis
- *summary should convince the instructor you have actually read the book

3. Historical Analysis/Context (20 points)

- *analyze and explain the thesis in historical context
- *discuss how the book relates to the historical time period, especially if you picked a classic novel
- *relate your understanding of the book's thesis and content to the time period
- *explain what the author is trying to say in the book
- *explain your original thoughts on the period of history and how the book applies to your thoughts

4. Critique (20 points)

- *analyze the quality of the book
- *discuss pros and cons; grade the author
- *make recommendations

5. Scholarly Format (20 points)

- *book review must be prepared in a scholarly format of your choice of MLA, APA or other
- *Scholarly format means typed, double spaced, title page, all the things you've learned in writing classes
- *properly cite references
- *properly cite any outside sources used in your book review
- *failure to cite sources is plagiarism
- *cutting and pasting from websites is plagiarism
- *rewording a sentence is plagiarism
- *plagiarism earns a zero and a free one way trip to the school discipline policy enforcement network
- *HINT: it is actually easier to read the book and make some original thoughts!!!!

Due Date: DECEMBER 3, 2021/MAY 6, 2022

AMERICAN HISTORY PROJECT

Historical Research Paper

In order to better prepare students for the college experience and fulfill the high standards of SLU an historical book review or research paper will be required of the CP American History student. You may choose whether to complete a book review or research paper.

The research paper grading criteria are listed below. The book review grading criteria are on the opposite side of this sheet. The student must select and gain instructor approval of one historical topic. This topic may be from ANY area of history as long as it is historically significant and influential in the development of America. The instructor will determine if the topic meets expectations. The student will then research the approved topic and prepare a scholarly research paper based on the following criteria. The total assignment will be worth 100 points.

1. *Selection (-20 points)*

- *topic must be approved by instructor
- *topic must be scholarly
- *topic should generate a 6-10 page research paper

2. *Introduction (20 points)*

- *introduce the reader to your topic
- *explain why topic is significant and why you chose this topic
- *develop a thesis which explains the entire point and organization of your paper

2. *Background (20 points)*

- *research and summarize relevant background history of your topic
- *explain how the background information is significant to the development of your topic
- *for example, a research paper on Napoleon needs the French Revolution background

3. *Main Topic (20 points)*

- *analyze and explain the historical significance of your topic
- *include enough detail so the reader gains a thorough understanding of your topic
- *summarize the most important points regarding your topic

4. *Conclusion (20 points)*

- *explain why your topic is significant and influential to events unfolding after your topic
- *thoroughly explain why your topic is influential to *American History*
- *For example, if you researched Napoleon, analyze how Napoleon influenced America

5. *Scholarly Format (20 points)*

- *research paper must be prepared in a scholarly format of your choice of MLA, APA or other
- *Scholarly format means typed, double spaced, title page, all the things you've learned in writing classes
- *properly cite a variety of SCHOLARLY references from books, websites, journals, etc.
- *failure to cite sources is plagiarism
- *cutting and pasting from websites is plagiarism
- *rewording a sentence is plagiarism
- *plagiarism earns a zero and a free one way trip to the school discipline policy enforcement network
- *HINT: it is actually easier to do the research and write original thoughts!!!!

Due Date: DECEMBER 3, 2021/MAY 6, 2022

Discipline Procedure

I have simple major rules: **COME TO LEARN!! FOLLOW PROCEDURES! BE RESPECTFUL!!!!** Throughout my teaching career I have had few discipline problems. No college prep student should ever be referred to the office. I expect a positive learning environment at all times. I do not anticipate, or desire, any discipline problems throughout the school year. Behavior is a choice completely under the control of the student. Problems may be avoided by following the classroom procedures and terms of this contract. My job is to teach, not discipline. If you choose to interfere with the teaching process, then you choose to accept the consequences. Any behavior that disrupts the classroom activities will be dealt with as follows.

1st Incident: Verbal Warning in class, after class conference with student to clearly state the problem and discuss solutions.

2nd Incident: A student/teacher conference with appropriate actions to resolve the problem.
An office referral will be prepared for immediate referral to the office upon the 3rd incident.

3rd Incident: Immediate referral to the Principal's Office, all previous incidents and documentation will be attached to the discipline referral to demonstrate that the student has had ample opportunity to choose appropriate actions.

Classroom Definitions of Good and Respectful

1. Follow all daily classroom procedures listed above. Weekly FOCUS grade is based on daily procedures above and below.
2. Please use the restroom, get drinks, or take care of other business before or after class. Follow pass procedure if necessary.
3. Keep the classroom clean. Dispose of trash properly. Put things back in their proper place no matter how you found it.
4. Remain in the seat assigned to you at all times, being out of your seat is disruptive during a lesson/activity.
5. If you choose to talk when another person is addressing the class, you are choosing to be disruptive.
6. Sleeping/Chromebook play results in lower or failing grades and sends a clear message you don't care about your grade.
7. Use appropriate language; profanity or inappropriate language/discussions communicate nothing intelligent in the classroom.
8. Turn in all assignments on time. I am not allowed to accept late work in CP classes due to the high school late work policy.
9. Always return resource books and materials in a neat and orderly fashion.
10. If I have to stop teaching due to your actions, you have NOT respected the learning of others.

High School Late Work Policy

College Preparatory/SLU American History is a Tier 4 class in the SGHS Late Work Policy.
Late work is never allowed to be accepted.

All students are expected to submit long-range assignments within a specific date range or by a specific date. If a student is not in class when a long-range assignment is due or when the submission window is open, it is still the responsibility of the student to submit within the time frame. Any long range assignment not submitted within this time frame will not be accepted for credit.

FOCUS POINTS

FOCUS points are merely a 10 point daily reward for those students who attend class, follow procedures, actively participate, and positively contribute to the educational success of the course. The educational success of the course REALLY depends on student input and contributions. Thus, disengaged students are detrimental to the educational success of the course.

FOCUS points do not make a drastic grade impact unless a student consistently refuses to engage.

Check PowerSchool comments for specific feedback.

The rule of thumb: make positive contributions to the class, engage with learning discussions/materials/projects, and make the course more positive and educational. You cannot make these positive contributions if you are not in class or not engaged with learning discussions/materials/projects due to computer distractions or other course work.

MAKE THE CLASS A BETTER PLACE!

