1. COURSE DESCRIPTION
The course surveys Pre-Columbus America and ends with the Civil War. Students examine the process of colonization, the Revolutionary War, the growth of the American Republic, and the issues that led to Southern secession.

2. ENVISIONED LEARNING OUTCOMES

- Student will demonstrate an ability to analyze historical information about the development of the American lifestyle and religion to understand conditions that shaped the emergence of ideas and culture.

- Student will demonstrate an ability to examine historical information to understand economic conditions in America and how slavery was involved in economics, international trade, and the origins of racial tensions that led to the Civil War.

- Student will demonstrate an ability to examine historical information related to establishment of institutions of higher education, art, architecture, drama, literature, and music to understand and interpret the shaping of a new country.

- Student will demonstrate an ability to research and investigate factors that prompted the Westward Movement or the ideals of the Manifest Destiny to understand expansion of the United States.

3. COURSE SCHEDULE

**Week 1: Historiography**

Readings
Schweikart, pp. xxi-xxix.

**Week 2: Exploration & Colonization**

Readings
Schweikart, pp. 1-42

Brief Quiz
Week 3: Colonial Life and growth
Readings
Schweikart, pp. 43-64
The Patriot’s History Reader: The Mayflower Compact, pp. 3-5
The Fundamental Orders, pp. 5-11

Brief quiz

Week 4: A Revolution in the colonies: influence of the Enlightenment and Republicanism
Readings
The Declaration of Independence

Brief quiz

WEEK 5- The American Revolution
Readings
Schweikart, pp. 65-95

Brief quiz

Week 6: The Formation of the American Republic
Readings
Schweikart, pp. 96-136
The Patriot’s History Reader: The Articles of Confederation; George Washington First Inaugural Address

Brief quiz

Week 7: Challenges to the New Nation 1789-1815
Readings
Schweikart, pp. 136-189

Week 8: Jacksonian America
Readings
Schweikart, pp. 189-231

brief quiz

Week 9: Manifest Destiny And a War
Readings
Schweikart, pp. 231-261

Brief quiz

Week 10- Presentations!

Week 11: A House Dividing, Slavery and the Old South
Readings
The Patriot’s History Reader: Scott vs. Sanford
Harriet Beecher Stowe, Uncle Tom’s Cabin

Brief quiz
Week 12: A House Divides, Lincoln and Secession

Readings
Schweikart, pp. 262-308
The Patriot’s History Reader: *Abraham Lincoln’s First Inaugural Address*
Begin, Stephen Crane, *The Red Badge of Courage*

Brief quiz

**Week 13: Crisis of the Union, 1860-65**

Readings
Schweikart, pp. 308-368
The Patriot’s History Reader: *The Emancipation Proclamation*
Stephen Crane, *The Red Badge of Courage*

Brief quiz

**Week 14: Immediate Aftermath of the Civil War**

Readings
Bill O’Reilly, *Killing Lincoln*

Brief quiz

**Week 15- Recap, Review, Final Examination**

4. COURSE REQUIREMENTS

- Weekly quizzes – 50%
- Research project – 25% (written paper)
- Final Examination – 25%

Research Project

The subject of the paper will be taken from one of the topics that we will study! You will be presented with 3 questions that you will answer in detail. To make it excellent, you should consider doing further research to answer the questions. The paper should be at least 10 pages, and no more than 15 pages. It must be double spaced, written in Courier, font 12. Footnotes and a bibliography in the Turabian format must be included. The paper is due August 1, 2016. The paper will be submitted electronically directly to my email address.

5. REQUIRED READINGS and RESOURCES:

6. SUGGESTED READINGS and RESOURCES:

7. EVALUATION
Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

GRADING SCALE:
A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

<table>
<thead>
<tr>
<th>Grading Rubrics</th>
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<tbody>
<tr>
<td><strong>Absence of Understanding</strong></td>
</tr>
<tr>
<td>Posting shows no awareness of the concepts addressed in the</td>
</tr>
<tr>
<td>topic by shifting off-topic</td>
</tr>
<tr>
<td><strong>Misunderstanding</strong></td>
</tr>
<tr>
<td>Posting demonstrates a misunderstanding of the basic concepts</td>
</tr>
<tr>
<td>addressed in the topic through an inability to re-explain</td>
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<tr>
<td>them</td>
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<tr>
<td><strong>Adequate Understanding</strong></td>
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<tr>
<td>Posting demonstrates an adequate understanding of the basic</td>
</tr>
<tr>
<td>concepts addressed in the topic by a re-explanation of them</td>
</tr>
<tr>
<td><strong>Solid understanding</strong></td>
</tr>
<tr>
<td>Posting demonstrates an understanding of the basic concepts</td>
</tr>
<tr>
<td>addressed in the topic and uses that understanding effectively in the examples it provides</td>
</tr>
<tr>
<td><strong>Insightful understanding</strong></td>
</tr>
<tr>
<td>Posting demonstrates an understanding of the basic concepts of the topic through the use of examples and by making connections to other concepts</td>
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**CONTENT**

| **Incomplete writing**                                       |
| Writing is only partially written or fails to address the    |
| topic                                                        |
| **Writing difficult to understand, serious improvement       |
| needed**                                                    |
| Posting touches only on the surface of the topic and proceeds to talk about something else; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage |
| **Acceptable writing, but could use some sharpening of skill**|
| Posting is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors |
| **Solid writing with something interesting to say**          |
| Posting is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error |
| **command-level writing, making a clear impression**         |
| Posting is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage |

**WRITING & EXPRESSION**

<table>
<thead>
<tr>
<th><strong>RESEARCH</strong></th>
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<tbody>
<tr>
<td><strong>Missing Research</strong></td>
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<tr>
<td>Paper shows no evidence of research: citation of sources</td>
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<tr>
<td>missing.</td>
</tr>
<tr>
<td><strong>Inadequate research and/or documentation</strong></td>
</tr>
<tr>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
</tr>
<tr>
<td><strong>Weak research and/or documentation</strong></td>
</tr>
<tr>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
</tr>
<tr>
<td><strong>Adequate research and documentation but needs improvement</strong></td>
</tr>
<tr>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources.</td>
</tr>
<tr>
<td><strong>Solid research and documentation</strong></td>
</tr>
<tr>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
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8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in on-campus courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Disability Resource Center ADA Coordinator, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

10. ATTENDANCE POLICY

Students are expected to attend class during its scheduled times. Excessive absence may result in a lowered course grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the "Incomplete" status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.
Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

12. ABOUT YOUR PROFESSOR

Fr. Gregoire J. Fluet, born in the Province of Quebec in Canada, was ordained to the priesthood in 1982 for the Diocese of Norwich. He has been pastor of two parishes in Eastern Connecticut and presently still assists in various parishes on weekends.

Father Fluet has taught at Saint Bernard High School in Uncasville, Connecticut and Quinebaug Valley Community College in Danielson, Connecticut. Since 2004 he has taught at Holy Apostles College and Seminary in Cromwell on both the graduate level and undergraduate level. He presently also offers classes at Goodwin College in East Hartford, Connecticut. Father Fluet is a member of the Board of Governors of Holy Apostles College and Seminary, and offers Spiritual Direction at the Seminary.