



Missio Seminary
Advanced Cultural Studies
Introduction to American History
ACS 104 / 3 Credits / Spring 2019

Missio Seminary exists to produce missional Christian leaders – men and women who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

Class Dates: Thursdays – January 31st through May 16th, 2019
Class Time: 1:30 pm – 4:30 pm
Classroom: Room 26
Instructor: Dr. Bob Hepburn
Missio Seminary / 200 N. Main Street / Hatfield, PA / 19440
Main Office: 1.800.235.4021 / School Closing Info: <http://www.missio.edu>
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Office Hours: As requested

Course Description: An overview of America’s history (from the pre-Colombian period through to the present), covering important historical events, personages and themes – as well as some of the broader cultural phenomena and issues (both historical and contemporary) that characterize the United States of America.

Personal Note from the Professor: As this is an ESL course, we want it to be highly interactive – which means we’ll all (hopefully) be doing a lot of talking. Dialoguing. Both you and I. We want to purposefully steer away from settling into lecture mode and get everybody in on the conversation (which is, by the way, one of those “American” ways of doing things you may have heard about). I am very much aware that this is not the Korean way in the classroom, but let’s work together to make language interactivity the norm – not the exception.

Course Goals: This course is designed to help students acquire a basic set of facts regarding the history and culture of the United States of America, and become more familiar with – and more conversant in – English (speaking, reading, writing and in thinking). At some point during this semester we hope to visit Independence Mall in Philadelphia.

Course Objectives: Upon successful completion of the course, students will have learned how to:

- think historically and culturally (asking “who?”, “what?”, “when?”, “where?”, “why?”, “in what way?”, “by what means?”, “so what?”)
- “retrieve” (research) and “recover” (interpret) history with greater accuracy, being better aware of how interpretative grids influence both the writer’s and reader’s understanding of historical events
- think critically about the relationships between the past and the present

Course topics and session in which the topics will be covered:

Jan 31	Introductions / Course Structure and Schedule / Introductory Material
Feb 7	Pre-Colombian History, European Exploration and Conquest (900 - 1600)
Feb 14	Colonial America (1600–1775)
Feb 21	The Revolutionary War (1775–1783) – T. Jefferson, G. Washington, B. Franklin
Feb 28	The Early Republic (1776–1789) and Westward Expansion (1789–1849)
Mar 7	Slave Labor in America (1607–1865)
Mar 14	Prosperity & Dissension, Sectionalism & Secession (1849–1861)
Mar 21	The Civil War Era (1861–1865) – A. Lincoln / The Reconstruction Era (1865–1900)
Mar 28	Industrialization / Urbanization (1865–1900) – US Rises to International Power (1900–1920)
Apr 4	Visit to Independence National Park, 6 th and Market Streets, Philadelphia, PA (proposed)
Apr 11	The Roaring Twenties, the Great Depression, World War II (1920–1945) – F.D.R.
Apr 18	Holy Week / Resurrection Sunday Celebration (no classes)
Apr 25	Cold War Era, Civil Rights Movement, Counter-Cultural Revolution (1945–1980) – J. F. Kennedy, Malcolm X, M. L. King, Jr., R. F. Kennedy, R. M. Nixon
May 2	End of the Cold War, Reagan Era, America as “World Superpower” (1980–21 st c.)
May 9	Obama to Trump: Postmodern America: State of the Union 2018
May 16	Student Presentations

Required Textbooks:

United States History: Heritage of Freedom

<https://www.abeka.com/ABekaOnline/BookDescription.aspx?sbn=103462>

1-877-223-5226 / Retail: \$34.85 / Code Number: 103462 (digital version also available: \$19.95)

ISBN10: 0000103462 / Third (3rd) Edition / Copyright: 2009

Publisher: A Beka Books, Inc. / Paperback / Year Published: 2009

Note: other offerings of this book at other websites may not be the most up-to-date version.

Etheredge, Robert C. *Becoming America: The Making of an Extraordinary Nation*. Orinda, CA: MiraVista Press, 2017. ISBN-13: 978-0986307676

Recommend Websites:

Animated Atlas (<http://www.AnimatedAtlas.com>) has a time line animation of U.S. history in 50 seconds: http://www.youtube.com/watch?v=x_AxIZO8ifU

Eric Foner, *Give Me Liberty!* <http://ushistory151.files.wordpress.com/2012/12/0393934306liberty.pdf>

Supplemental website: <http://www.wwnorton.com/college/history/give-me-liberty3-brief/welcome.aspx>.

U.S. Citizenship Test: www.csmonitor.com/USA/2011/0104/Could-you-pass-a-US-citizenship-test/.

The *Khan Academy* US History Overview Videos (English subtitles available):

1. Jamestown to the Civil War: <https://www.youtube.com/watch?v=ghgPq2wjQUQ>
2. Reconstruction to the Great Depression: <https://www.youtube.com/watch?v=zmBV87XA52Q>
3. World War II to Vietnam: <https://www.youtube.com/watch?v=j2eKaxU-8kA>
4. The Declaration of Independence: <https://www.youtube.com/watch?v=Nb5-Z0pOyc>
See also: <https://www.khanacademy.org/humanities/history/1600s-1800s/declaration-of-independence/v/background-and-introduction-to-the-united-states-declaration-of-independence>
5. Birth of the US Constitution: <https://www.youtube.com/watch?v=Rk8dCnKIIP4>

Assignments and methods of evaluation:

Jan 31	Introductions / Course Structure and Schedule / Introductory Material
Feb 7	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 2-41

Feb 14	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 42-101
Feb 21	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 102-115
Feb 28	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 116-146
Mar 7	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 147-217
Mar 14	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 218-283 <u>1st Reaction/Response Paper</u>
Mar 21	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 284-326
Mar 28	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 327-356
Apr 4	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 357-406
Apr 11	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 407-444 <u>2nd Reaction/Response Paper</u>
Apr 18	Holy Week / Resurrection Sunday Celebration (no classes)
Apr 25	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 445-504
May 2	Read / Browse / Review <i>Heritage of Freedom</i> , pp. 505-573
May 9	Work on Final Research Project
May 16	<u>Final Research Project / In-Class Presentations</u>

1. Reading Assignments. Read / Browse / Review each assignment in *Heritage of Freedom*: make notes, underline or highlight as you go. It is understandably a *lot* of material and I do not expect you to read every last word – but I do want you to get a fairly solid overview of what is in each section.

2. 1st Reaction / Response Paper. This paper will be your reaction and response to the HBO film, *John Adams* (which we will view in class), and should also incorporate pertinent material presented in either the class or in the book. It should be handwritten with a minimum of 750 words of content.

3. 2nd Reaction / Response Paper. This paper will be your reaction and response to what you experienced during on our class visit to Independence Mall in Philadelphia. Again, you should incorporate pertinent material presented either in class or in the book. It should be handwritten with a minimum of 1000 words of content.

4. Research Project and Class Presentation. This project can be on any topic of your choosing – something you are interested in about American history and are curious about. Maybe it’s a person, a place, an event, an institution, an historical development, some cultural phenomena, etc. Please let me know your choice before proceeding with your research. Prepare a presentation which will be given on one of the last two days of the class. Many like to use PowerPoint, but you’re not limited to that format.

Grading System: Class grading will be based on:

1 st Reaction & Response Paper	25 %	Historical accuracy, clarity, profundity, content, lang. mechanics
2 nd Reaction & Response Paper	25 %	Historical accuracy, clarity, profundity, content, lang. mechanics
Research Project / Presentation	30 %	Historical accuracy, clarity, profundity, content, lang. mechanics
Class Participation	20 %	Students should make a regular effort to engage in discussions, answer questions and raise questions: engaged, participatory, inquisitive and contributive.

Academic Policies and Student Responsibility: Please note that students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the catalog and student handbook, and all requirements concerning their degree programs.

Academic and General Integrity: As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that all assignments are to reflect your own work. Those found guilty of cheating or plagiarism will receive a grade of zero on the assignment and will follow the process outlined in the current handbook.

To plagiarize is “To steal or purloin and pass off as one’s own (ideas, writings, etc., of another)” (*Webster’s New Collegiate Dictionary*, 1953). Plagiarism is theft. Not putting the definition above within quotation marks, not crediting *Webster’s* (via the text citation), or changing a word (e.g., “claim” for “pass off”) and presenting the definition as your own would all be plagiarism. In other words, plagiarism is using someone else’s material without giving that person credit. Other forms of plagiarism include mixing unmarked quotations with your own words and putting a single reference at the end of the paragraph, buying a paper from a term paper service (from any source, including one of those online), turning in a paper written by a student who already took the course, or having someone else write your paper. If in doubt, ask your professor or the library staff before you turn it in.

Completion of Course Work: All course work is to be completed by the last day of classes for the semester. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the semester. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Forms for this purpose are available in the academic office. All requests should specify the reasons for the extension and the length of the extension desired. Such requests are not automatically granted.

Grading System: To remain in good academic standing, a student must maintain a 2.00 grade point average. Missio Seminary’s grading system is:

A	4.00	93.0 – 100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	0.70	60.0 – 62.9	
F	0.00	0.0 – 59.9	Failing

A word on the use of technology in class: I have no problem with them whatsoever unless they are being used for non-class related activities. Research indicates we both shortchange and debilitate the learning process when we try to do too many things at the same time. Jesus put it this way: you cannot serve two masters. So, if you wish to use your technological device for purposes other than those that are class-related, then please have the courtesy to leave the room, because you’re not really here with us.

Here is what Henry David Thoreau told us: “All our inventions are but improved means to an unimproved end.” Here is what Goethe told us: “One should, each day, try to hear a little song, read a good poem, see a fine picture, and, if it is possible, speak a few reasonable words.” And here is what Socrates told us: “The unexamined life is not worth living.” And here is what the prophet Micah told us: “What does the Lord require of thee but to do justly, and to love mercy and to walk humbly with thy God?” And I can tell you – if I had the time (although you all know it well enough) – what Confucius, Isaiah, Jesus, Mohammed, the Buddha, Spinoza and Shakespeare told us. It is all the same: There is no escaping from ourselves. The human dilemma is as it has always been, and we solve nothing fundamental by cloaking ourselves in technological glory.

Even the humblest cartoon character knows this, and I shall close by quoting the wise old possum named Pogo, created by the cartoonist, Walt Kelley. I commend his words to all the technological utopians and messiahs present. “We have met the enemy,” Pogo said, “and he is us.”

Neil Postman [1931-2003]. “Informing Ourselves to Death” – Oct 11, 1990 speech given at a German Informatics Society meeting, Stuttgart, Germany. Accessed December 26, 2018. http://www.paulos.net/teaching/hcc/papers/informing_ourselves_to_death--postman.txt.