



Concordia University, St. Paul College of Education and Humanities

The mission of Concordia University, a university of The Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel.

Syllabus

Part 1: Course Prospectus

Course Information

Registration

- **Course Title:** Leaders in American Society
- **Course Number:** HIS 222
- **Credit Hours:** 3

Course Content

Course Description

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

Student Learning Outcomes

By the end of this course, students should be able to:

1. Define the leadership foundations of the United States of America.
2. Chart the development of American society from the Revolution to the Cold War.
3. Recognize the diverse leaders who have added to the fabric of America.
4. Examine the similarities and differences of historical and more contemporary leaders.
5. Describe the complex ethical framework of leadership in the United States.
6. Employ concepts and methods historians use to investigate the human condition.

Syllabus Changes

While the intention is to follow the syllabus as closely as possible, the instructor reserves the right to modify, supplement and make changes as course needs arise.

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In litteris proficere volo malo diligere Jesum.

Course Requirements

Required Course Materials

- Kaminski, John P.. *The Great Virginia Triumvirate: George Washington, Thomas Jefferson, and James Madison in the Eyes of Their Contemporaries*, University of Virginia Press, 2010. *ProQuest Ebook Central*. Digital access available at NO COST [online](#).
- McPherson, James M.. *Abraham Lincoln and the Second American Revolution*, Oxford University Press, Incorporated, 1992. *ProQuest Ebook Central*. Digital access available at NO COST [online](#).
- Hanson, Joyce A.. *Mary Mcleod Bethune and Black Women's Political Activism*, University of Missouri Press, 2003. *ProQuest Ebook Central*. Digital access available at NO COST [online](#).
- Michaelis, David. *Eleanor [Roosevelt]* (1st S & S hardcover edition.). Simon & Schuster, 2020. Digital access available at NO COST [online](#).
- Kirk, John A. *Martin Luther King Jr.* Routledge Publishing, 2013. Digital access available at NO COST [online](#).
- Ruiz, Vicki L., and Virginia Sánchez Korrol. *Latina Legacies: Identity, Biography, and Community*, Oxford University Press, Incorporated, 2005. *ProQuest Ebook Central*. Digital access available at NO COST [online](#).

Course Assessments & Grading Criteria

Assessment 1: Discussion Board Posts

- Reply to each Module's Discussion Board Question Prompts and respond to classmate discussion posts.
- In our class discussions students will explore the creation and development of the United States as they investigate a selection of historical leaders, as well as the events that shaped them, to learn about the complex framework of leadership in the United States. The Discussion Board is a place for students to explore and reflect on assigned topics as they thoughtfully dialogue with classmates. An important part of higher education is learning to view situations from multiple perspectives, in addition to our own, and seeing how classmates view things differently based on their prior education or personal experience provides a valuable opportunity for this. The assignment is intended to help the class to learn from one another through discussion of these varied perspectives.
- Discussion board threads based on the required videos and websites related to the module themes are posted each week. Students must respond to the question prompts on the two discussion threads by midweek and then reply to two classmate responses on each question thread by the end of the week for a minimum of 6 total postings each week (responses to each of the two question threads plus two classmate replies on each of those two threads). The question responses should be at least 300 words long (100 words for classmate replies) written in standard formal English (check spelling, punctuation, and grammar before submission) and be original work written for this assignment. Discussion boards are only open during the week they are assigned. All posts are due by 11:59pm on the final day of the module. The Discussions for each module are worth approximately 6% of the final course grade.

Assessment 2: Reading Journals

- Complete a Reading Journal for each of the assigned chapters from the course texts.
- In the assigned course texts students will examine the leadership foundations of American society by discovering the complicated characters of the diverse leaders who have added to the fabric of America. The Reading Journals are designed to provide a tool for digging deeper into these texts through individual analysis and engagement that help to solidify this new learning.
- Each Reading Journal must contain 5 Quotes, Big Ideas, or Questions inspired by the reading (fully cited) and your personal responses to them. Students should think about what they are reading in the assigned text, and then write what they thought as they read in their personal responses for the Reading Journal. Each of these personal responses must be unique to you, reflect your personal reaction to the selected text and demonstrate your understanding of its significance (minimum of 100 words each). Journals should be written in formal standard English and be reviewed for spelling, grammar, and punctuation before submission. All Big Ideas and Questions must be original and not copied from any sources (including the text).
- Reading Journals are due at 11:59 pm the day after the last day of the module. Each Reading Journal assignment is worth approximately 5% of the final course grade. A journal is required for each assigned chapter and should be completed during its reading. Instructor comments will be added to graded journals for student review.

Assessment 3: Final Reflection Paper

- The Reflection Paper is designed to provide students with an opportunity to reflect on what they have learned in the course and any impact it has had on how they see leadership and American society. As we review the period of American history between the American Revolution and the Cold War, highlighting the lives of over a dozen American leaders, this paper is also intended to help students' synthesis the vast amount of new information that they have been exposed to over the eight weeks of the course and integrate it into their prior knowledge of leadership and American history.
- At the end of the course students are asked to write a 1,000-word (2,000 words max) Reflection Paper addressing their learning process and learning outcomes for this course by answering the following seven questions based on their experience:
 1. What have you learned about yourself as a learner through this course?
 2. What new learning did you experience in this course? (Provide examples of ideas that transformed your thinking on leadership and American society)
 3. What elements of the course engaged you most & why? (Examples)
 4. What elements or parts of the course did you find least engaging? (Examples)
 5. In what way did this class contribute to your personal development?
 6. Identify ideas you plan to implement that were inspired by this class.
 7. Did you meet your personal goal and objective for this course? (as stated in your initial discussion posting) Why or why not?
- Final Reflection Papers are due at 11:59 pm on the final day of the course. Reflection Papers should be in essay format and written in standard formal English (check spelling, punctuation, and grammar before submission) with citations for any quoted materials. The Reflection Paper is worth approximately 12% of the final course grade.

Course Grading

Grading Scale	
Letter	Percentage
A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83%- 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	Below 60%

Grade Computation	
Assessment	Points
Introduction Forum	6pts
Discussion Board Posts 12pts each prompt: 6pts/initial post; 3pts/each response 2 prompts/module x 8	192pts
Reading Journals 20pts/module x 8	160pts
Final Reflection Paper	42pts
Total	400pts

Part 2: Practices and Policies

About the Course

Teaching Procedures

All course assignments must be submitted through the online assignment portal. Written assignments will be graded with instructor comments attached for student review. It is the student's responsibility to make sure that all completed course assignments have been fully submitted (saved drafts cannot be viewed by instructor). Assignment due dates are provided in the online course calendar.

Engaged Hours

HIS 222 = 3-Credit Course (8 weeks):

The course design allows for learning opportunities and activities totaling approximately 135 hours over the eight weeks of the course. This is an estimate, the designed activities may take one person longer to complete, another person may be able to complete these activities in much less time. Here are some other estimates:

- Watching of Assigned Video Materials (4 hours weekly x 8 weeks) = 32 hours
 - Video Discussion Board Activities (4 hours weekly x 8 weeks) = 32 hours
 - Reading of Assigned Course Texts (4 hours weekly x 8 weeks) = 32 hours
 - Completion of Reading Journals (4 hours weekly x 8 weeks) = 32 hours
 - Writing of Final Reflection Paper = 7 hours
- COURSE TOTAL = 135 hours

Expectations and Policies

Respectfulness

Students are expected to help create a safe environment for the free exchange of ideas in class discussions by being respectful of each other. The study of American history raises sensitive issues regarding religion, race, gender, class, and politics which students are to handle dispassionately and respectfully. An important part of higher education is learning to view situations from multiple perspectives in addition to our own and seeing how classmates view things differently provides a valuable opportunity. Students who are shown to be disrespectful toward others in the course will forfeit their credit for the related class assignment or activity.

Attendance and Participation

This is an online "asynchronous" course with no class meetings or chats, the discussion board assignment takes the place of traditional class meetings. Students are expected to be prepared for class discussions by having completed viewing and reading activities according to the course schedule and submitting coursework by assigned deadlines. Any deviations from coursework requirements must be coordinated with the instructor for approval in advance. Instructors are not required to accept late coursework. Failure to meet coursework guidelines or coordinate deviations with the instructor will result in earning a lower grade.

Academic Integrity

Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. Cheating, plagiarism, and recycling of previous course or published materials are violations of the university's academic integrity policies. The unauthorized use of artificial intelligence and other reference materials to create original work is prohibited under these definitions of cheating and plagiarism. [The Addenda section at the end of this syllabus includes a link to the university's academic integrity policies.]

- The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
- The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. (No more than 20% of a paper/project may be quoted or non- original material and all of that 20% maximum must be appropriately cited.) It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Assignments that have examples of cheating or plagiarism will receive a failing grade.*

Privacy statement

Please see the Privacy Policy page for information on what types of information may be collected and how it may be used by CSP and third-party web-based technologies.

Late Submissions

- Extensions for full credit will not be given on any assignments.
- Short extensions for partial credit may be given in extraordinary circumstances provided the student contacts the instructor via email before the due date to receive permission in writing and follows the instructor's submission plan.
- Points will be deducted for all late work (10% of points possible for each day late); however, all completed assignments (meeting all assignment requirements) submitted before the final class will receive 10% of the points possible*.
- All assignments listed in syllabus must be completed to receive a passing course grade. *Assignments may receive a zero if they fail to meet academic integrity standards.

Class Delivery Modifications

If class is canceled due to an unexpected emergency (university campus closing, extreme weather, instructor illness, etc.) it will be posted on the course page and students will be emailed.

Extra Credit

No Extra Credit is provided in the course.

Addenda

You may find the following links helpful in understanding how Concordia University works.

- The [CSP Policies](#) page provides links to helpful course-related information for undergraduate and graduate students. Along with other key university policies, the site details policies that relate to:
 - Academic integrity
 - Class attendance
 - If you are called to military service
 - Official communication by email
 - University closings
 - Student accessibility
 - Network usage
 - Sexual Misconduct (Title IX)
- The [Academic Catalog](#) provides course descriptions, academic programs, policies, etc. • Concordia also provides a range of [Student Support Services](#) to help you be successful.
- Sometimes, things do not go well in a class.
 - If circumstances beyond your control make it difficult to complete your course work, you may [request an in-progress grade](#).
 - If serious problems arise that you cannot work out after meeting with your professor, [click here for the Inquiry and Resolution Form](#).
- Links to student resources are also available through CSPConnect, the university's internal website.

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