

---

**Independent Study Course Syllabus****Course Number: SOC 974****Course Title: Hudson River History**☐ Online      ☒ Distance Learning

---

**Instructor: Robert A. Buccheri**  
**Phone number:** (945) 797-3353  
**Email:** [rbuccher@optonline.net](mailto:rbuccher@optonline.net)

---

**Units: 3**  
**Grade Level: K-12**

---

**Course Description:**

This course will examine the history of one of America's most important waterways. No other river has held such importance in the history and development of the United States. For thousands of years before European exploration Native Americans lived along its banks benefited from its bounty. The voyages of Henry Hudson led to European colonization of the Hudson valley. The Europeans were quick to grasp the strategic location of river and port that would become New Amsterdam and later New York. During colonial times the river became the center of a power struggle between the Dutch, English and French. Control of the river meant control of the interior of the continent. The Hudson became the center of many battles during the American Revolution as well. It guided the strategic thinking of both the Americans and the British. Following the Revolution and the completion of the Erie Canal the river became the most important artery of trade in the United States. With its new connection with the West the port of New York exploded in size and importance. A new form of landscape painting developed at this time called the Hudson River School. The first practical steamboat began operations at this time. During the Civil War the river became a center for manufacturing for the war effort and many cannons and munitions built along its banks. By the late 1800's the river became the place where millionaires built their homes and became an integral part of the Gilded Age. During the early twentieth century the Hudson retained its importance as an industrial center. In the latter half of that century problems of pollution and rampant destruction of the natural habitat led to the first environmental movement in the United States. This course will allow teachers to become more knowledgeable about one of America's great rivers. Educators will use this knowledge to

---

Course Number and Title: SOC 974 Hudson River History  
Instructor: Robert Buccheri  
Date of Revision 10/7/14

To register for courses go to <http://ce.fresno.edu/cpd> and log in

create lesson plans based on the history of the Hudson River. This course fits into Eras 1 through 9 from the National Center for History in the Schools.

### **Course Dates:**

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### **Course Materials:**

Students will have to purchase 4 books and one DVD (or get from a library):

1. **“The Hudson River: America’s River”**. Frances F. Dunwell Columbia University Press. 2008  
ISBN #0231136412  
- Available at Amazon.com - \$19.77
2. **“The Hudson: A History”**. Tom Lewis. Yale University Press. 2005.  
ISBN # 0-300-10424-3  
- Available at Amazon.com - \$11.56
3. **“Defending the Hudson”**. Lincoln Diamant. Purple Mountain Press. 2004  
ISBN #: 978-1930098541  
- Available at Amazon.com - \$6.50
4. **“The West Point Foundry and Parrott Gun: A Short History”**. Charles R. Isleib and Jack Chard. Purple Mountain Press. 2000  
ISBN #: 1-930098-05-7  
- Available at Amazon.com - \$12.44
5. **DVD – “America’s Castles: Hudson River Valley Estates”** (A & E Home Video) 1996
  - ASIN: BOOOE371CS
  - Available at Amazon.com - \$24.95 (or obtain from a library)
  - This video is **OPTIONAL** (you only need it if you are taking the non-travel option for assignment #8)

### **Technology Requirements:**

This course requires the student to have e-mail communication with the instructor

### **Course Requirements:**

Students will be required to complete all 13 assignments listed under the schedule of topics and assignments.

1. Introduction essay
2. Review and summary of “The Hudson: America’s River”
3. Review and summary of “Defending the Hudson”
4. Essay discussing the impact of technology on the Hudson River
5. Power point presentation describing the “Hudson River School” of painting
6. Essay describing the importance of the Hudson River during the Civil War
7. essay describing the significance of the Hudson River to home and landscaping architecture
8. Travel or Non – Travel Option
  - a. Travel Option: Student can visit Gilded Age mansions
  - b. Student can watch “America’s Castles: Hudson River Mansions” and write an essay describing the wealth created by the industrial Revolution in the Hudson Valley
9. Essay discussing the Progressive Movement in the Hudson Valley
10. Essay describing the New Deal’s effect on the Hudson Valley
11. Essay describing the modern environmentalist movement in the Hudson Valley
12. Lesson Plan
13. Reflective Essay

### **National Standards (National Center for History in the Schools)**

#### **Era 1: Three Worlds Meet (Beginnings to 1620)**

##### **Standard 2: Cultural and ecological interactions among previously unconnected peoples**

This course will provide a background of the history of the foundations of European settlement of the Hudson Valley and the interaction between them and Native American populations. The course will also explore the beginnings of slavery in the Hudson Valley.

## **Era 2: Colonization and Settlement**

### **Standard 3: How values and institutions of European economic life took root in the colonies**

Students will explore the beginning of New Amsterdam and New York becoming connected to overseas empires of the Dutch and English

## **Era 3: Revolution and the New Nation**

### **Standard 1: The Causes of the American Revolution:**

This course provides a background in the causes and reasons for the American Revolution in New York City and the Hudson Valley. The point of view of Patriots, Loyalists and British are all covered in this course.

### **Standard 2: The Impact of the American Revolution:**

This course covers the political, economic and societal impacts of the American Revolution in New York City and the Hudson Valley

## **Era 4: Expansion and Reform (1801 – 1861)**

### **Standard 1: United States territorial expansion:**

This course provides a background in the expansion of the United States westward and its connection to the Hudson River by the completion of the Erie Canal in 1825

### **Standard 2: Industrial Revolution**

The student will learn about the rise of industry in the Hudson Valley such as the steamboat and factories along the Hudson

### **Standard 4: Cultural reform movements**

This course explores the transformation of American culture into a unique artistic form called the Hudson River School of painting and the writings of James Fennimore Cooper and Washington Irving.

## **Era 5: Civil War and Reconstruction (1850 – 1877)**

### **Standard 1: The Course and character of the Civil War:**

This course provides a background in the industrial capacity of the factories along the Hudson River such as the Cold Spring foundry in Cold Spring, NY. This factory produced huge amounts of material for the war effort.

## **Era 6: The Development of the Industrial United States (1870 – 1900)**

### **Standard 1: The Rise of Heavy Industry:**

This course provides a background in the expansion of the Industrial Age in the Hudson Valley and the building of huge estates along the Hudson by Captains of Industry. This course also explores the rise of transportation systems such as the construction of the Poughkeepsie Railway Bridge.

### **Standard 2: Immigration**

This course explores the importance of the port of New York at the mouth of the Hudson in the story of massive immigration during the Industrial Age into the United States. The Hudson was truly the “Gateway to America” for millions of immigrants.

## **Era 7: The Emergence of Modern America (1890 – 1930)**

### **Standard 1: Progressivism:**

This course provides a background in the beginning of reform movements such as the pursuit of healthy lifestyles exemplified by the health spa movement along the Hudson especially in Saratoga. The Hudson also served as the beginning of an environmental movement to protect America’s wild places.

### **Standard 3: How did the U.S. change between WW I and the Great Depression**

This course explores the changing nature of transportation systems in the United States with the construction of a bridge exclusively for automobiles called the Bear Mountain Bridge.

## **Era 8: The Great Depression and World War II (1929 – 1945)**

### **Standard 2: New Deal:**

This course provides a background in FDR’s New Deal that led to massive construction programs such as the Civilian Conservation Corps and Works Progress Administration. These programs led to construction projects along the Hudson such as Bear Mountain State Park and Riverside Drive in Manhattan.

## **Era 9: Postwar United States (1945 to early 1970’s)**

### **Standard 1: The economic boom and social transformation of postwar United States:**

This course provides a background in the transformation of the industrial Hudson River into a scenic waterway protected by government. The efforts of Pete Seeger and an organization called Scenic Hudson created the modern environmental movement in the 1960’s and 1970’s.

### **National Council For Social Studies Standards**

Based on k-12 curriculum standards for social studies as articulated by the National Council for Social Studies (NCSS Bulletin 89), the course is developed around five “social studies thematic standards” of (1) culture; (2) time, continuity and change; (3) individuals, groups, and institutions; (4) power, authority, and governance; and (5) civic ideals and practices.

Throughout this course, students will experience the following:

**Culture** - readings and writings that provide for the study of culture throughout the history of the Hudson River are included in this course. The Hudson River was the scene of huge changes in American history such as the beginning of uniquely American styles in writing, painting and architecture.

**Time, Continuity and Change** –throughout the history of the Hudson River change has occurred in history, culture and economics. The river helped catapult the industrial growth of the United States following the creation of the first practical steamboat in 1807 and the opening of the Erie Canal in 1825. New transportation systems quickly followed throughout the country leading to suspension bridges and tunnels.

**Individuals, Groups and Institutions** – Experiences that provide for the study of groups such as the Hudson River painting school, the landscaping movement begun by A.J. Downing and the architectural movement led by Andrew Jackson Downing, and the modern environmental movement all began along the banks of the Hudson.

**Power, Authority and Governance** – Activities that show the struggle for control of the river by groups such as the Dutch, British and Americans are mentioned in this course. The course also explores the background of the struggle between industrialists and environmentalists for control of the Hudson.

**Science, Technology, and Society** – The Steamboat, Erie Canal, Suspension Bridges such as the Bear Mountain Bridge and Tunnels such as the Holland and Lincoln Tunnels are all examples of technology explored in this course..

**Civic Ideals and Practices** – This course provides readings and activities that will help students in the study of the ideals, principles and practices of entrepreneurs, industrialists, progressives and environmentalists.

### **Five Core Propositions (National Board for Professional Teaching Standards)**

1. Proposition 1: Teachers are committed to Students and Their Learning
  - This course gives teachers a better idea of the importance of the Hudson River to America’s History

- This will help motivate students by helping develop a sense of civic responsibility
- 2. Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
  - This course will help teachers know the subject the history of the Hudson River
- 3. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning
  - This course exposes participants to various activities designed to enhance Student learning
- 4. Proposition 4: Teachers Think Systematically about Their Practices and Learn from Experience
  - This course will help teachers expand their repertoire of knowledge and skills
- 5. Proposition 5: Teachers are Members of Learning Communities
  - This course helps teachers with curriculum development and staff development by exposing them to a subject in great detail

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### **Travel Option**

The student will describe the immense fortunes created by industrialization and the construction of the homes of “Millionaire’s Row” by visiting the following places and writing a reflective paragraph about each site. Students will focus on the term “Gilded Age” and explain why these houses are examples of it.

#### **SITES along the Hudson (Choose at least 4)**

- Staatsburg
- Kykuit
- Vanderbilt Mansion
- Lyndhurst
- Montgomery Place
- Blithewood
- Bannerman’s Castle

### **Non-Travel Option**

The student will describe the immense fortunes created by industrialization and the construction of the homes of “Millionaire’s Row” by watching the video “America’s Castles: Hudson Valley Estates” and writing a 3 – 5 page essay on the place that most exemplify the “Gilded Age” along the Hudson using at least 4 sources.

**(This assignment addresses United States History Standards for Grades 5 - 12, Era 6 Standard 1)**

1. The student will explain the connection between the Progressive Movement and the protection and preservation of land such as Bear Mountain - Harriman State Park by reading Chapter 12 of “The Hudson: America’s River” and writing a 1 page essay. Students will focus on the efforts by Progressives to stop rampant exploitation of the region by uncontrolled industrial development.

**(This assignment addresses United States History Standards for Grades 5 - 12, Era 7 Standard 1)**

2. The student will describe the effects of the Great Depression and the New Deal on the Hudson Valley by reading chapter 14 in “The Hudson: America’s River” and writing a 1 page essay. Students will focus on Franklin Delano Roosevelt’s New Deal efforts to combat the Great Depression in the Hudson Valley.

**(This assignment addresses United States History Standards for Grades 5 - 12, Era 8 Standard 2)**



3. Students will describe the birth of the modern environmental movement by reading Chapter 9 in “The Hudson: A History” and writing a 1 page essay. The student will focus on Scenic Hudson’s fight to stop Con Edison from destroying Storm King Mountain.

**(This assignment addresses United States History Standards for Grades 5 - 12, Era 9 Standard 1)**

4. The student will develop a lesson plan incorporating any information you learned in the course

**(This assignment will require the student to make a lesson plan that will incorporate History/Social Studies Standards from your state. Indicate what standards are being fulfilled in your lessons.)**

5. The student will write a 1 – 2 page course reflective essay stating what they learned and how they will use the knowledge in their classrooms.

**(This assignment will evaluate what the student has learned)**

### **Schedule of Topics:**

1. Introduction essay
2. Review and summary of “The Hudson: America’s River”
3. Review and summary of “Defending the Hudson”
4. Essay discussing the impact of technology on the Hudson River
5. Power point presentation describing the “Hudson River School” of painting
6. Essay describing the importance of the Hudson River during the Civil War
7. essay describing the significance of the Hudson River to home and landscaping architecture
8. Travel or Non – Travel Option
  - a. Travel Option: Student can visit Gilded Age mansions
  - b. Student can watch “America’s Castles: Hudson River Mansions” and write an essay describing the wealth created by the industrial Revolution in the Hudson Valley
9. Essay discussing the Progressive Movement in the Hudson Valley
10. Essay describing the New Deal’s effect on the Hudson Valley
11. Essay describing the modern environmentalist movement in the Hudson Valley
12. Lesson Plan
13. Reflective Essay

### **Grading Policies (Rubrics to be added)**

<b><u>Assignment</u></b>	<b><u>Maximum Points</u></b>
1. Introduction Essay	15 Points
2. Review and Summary Essay on “The Hudson: America’s River”	15 Points
3. Review and Summary Essay on “Defending the Hudson ”	15 Points
4. Essay on technology	15 Points
5. Power point presentation on painters and writers of the Hudson River	15 Points
6. Essay about the Civil War and the Hudson Valley	15 Points
7. Essay about Hudson River landscaping and architecture	15 Points
8. Travel Option of sites	30 Points
Or	
Non Travel Option (essay from video – “America’s Castles	30 Points
9. Essay on Progressive Movement and the Hudson River	15 Points
10. Essay on the New Deal and the Hudson River	15 Points
11. Essay about the modern environmentalist movement	15 Points
12. Lesson Plan	15 Points
13. Summary of course	15 Points
Total Points	<b><u>210 Points</u></b>

---

Course Number and Title: SOC 974 Hudson River History  
Instructor: Robert Buccheri  
Date of Revision 10/7/14

To register for courses go to <http://ce.fresno.edu/cpd> and log in

### **Points and Grade Value**

210 – 191 Points – A

190 – 151 Points – B

150 and below – NO CREDIT

### **Instructor/Student Contact**

The student is required to e-mail the instructor after completing assignments # 5 and 8

### **References**

1. **“The Hudson River: America’s River”**. Frances F. Dunwell Columbia University Press. 2008  
ISBN #0231136412  
- Available at Amazon.com - \$19.77
2. **“The Hudson: A History”**. Tom Lewis. Yale University Press. 2005.  
- ISBN # 0-300-10424-3  
- Available at Amazon.com - \$11.56
3. **“Defending the Hudson”**. Lincoln Diamant. Purple Mountain Press. 2004  
- ISBN #: 978-1930098541  
- Available at Amazon.com - \$6.50
4. **“The West Point Foundry and Parrott Gun: A Short History”**. Charles R. Isleib and Jack Chard. Purple Mountain Press. 2000  
- ISBN #: 1-930098-05-7  
- Available at Amazon.com - \$12.44
5. DVD – **“America’s Castles: Hudson River Valley Estates”** (A & E Home Video) 1996  
-ASIN: BOOOE371CS  
-Available at Amazon.com - \$24.95 (or obtain from a library)  
-This video is OPTIONAL (you only need it if you are taking the non-travel option for assignment #8)

### **Further readings**

- “Hudson Valley Tales and Trails”. Patricia Edwards Clyne. The Overlook Press. 1990  
ISBN # 0-87951-760-3
- “Gotham”. Edwin Burrows and Mike Wallace. Oxford University Press. 1990  
ISBN # 0-19-511634-8
- “Chaining the Hudson”. Lincoln Diamant. Fordham University Press. 2004  
ISBN #0-82-32-2339-6
- “Saratoga”. Richard Ketchum. Henry Holt and Company. 1997  
ISBN # 0-8050-6123-1

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

## CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations

and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

### **About the Instructor:**

Robert Buccheri is a Social Studies teacher at Carmel High School in Carmel, New York. He has been teaching American History for 16 years and is a re-enactor for the French and Indian, Revolutionary and Civil War eras. He has a Bachelor's Degree in history from the University at Buffalo and a Master's Degree from Connecticut State University. He is a Master Teacher for the Living History Education Foundation and has created and instructed courses such as "The Battle for New York in 1776", "Private Yankee Doodle", "Civil War Times and the Industrial Age in the Hudson Valley", "Baseball and the Civil War" and "Johnny Reb Billy Yank". These courses offer participants a total emersion experience in the periods of both the Revolutionary and the Civil Wars. Participants camp, drill and cook as if they were soldiers living in these eras. He currently teaches elective courses for high school students on both the Revolutionary and Civil Wars as well. He has presented at numerous Social Studies conferences throughout New York State for the New York State Council for the Social Studies and the Westchester – Lower Hudson Council for the Social Studies. He is married to Annemarie and has two children. He has traveled extensively to Revolutionary and Civil War sites throughout the country.