

Syllabus for  
**HIS 110 - American History Survey I**  
**To 1877**  
3 Credit Hours  
Spring 2019

I. COURSE DESCRIPTION

An introduction of the main political, economic, social, foreign policy, and cultural developments in American history since from the arrival of Europeans until 1877. Students develop a personal synthesis of American history.

II. COURSE GOALS

This course is designed to help the student understand that America today is the product of her collective past. To broaden the student's understanding of America's pattern of development, the course focuses on why and how things developed as they did. For this reason, knowing what happened is only the first step in the learning process.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

A. Political and Legal

1. List the contributions outstanding persons have made to the development of America.
2. Relate how certain major events and turning points have shaped the course of America's history.
3. Trace the rise of expectations in modern America and whether they resulted in fulfillment or disillusionment.
4. Identify major Supreme Court Decision and their impact on America's social and legal development.
5. List the development and application of such key concepts as strict vs. loose construction, judicial review, national supremacy, etc.
6. Identify the constitutional amendments that have resulted in great change in American society.

B. Economic

1. Evaluate the impact that major industrial leaders have had on the development of America--economically, politically, and socially.
2. Present the arguments regarding the "hard" vs. "soft" money conflict and its economic and political implications.
3. Trace the shift from an agricultural-based economy to an industrial-based economy explaining its impact on America's development.
4. Identify the major business cycles and discuss their significance for American political and social development.

C. Social

1. Explain the development and persistence of racial antagonisms in American society.
2. Trace the changing patterns of immigration and its impact on 19<sup>th</sup> and 20<sup>th</sup> century America.
3. Identify the major intellectual currents and discuss their impact on 19<sup>th</sup> and 20<sup>th</sup> century American society.
4. Identify the major reform movements in America and explain their impact on American society.

D. Cultural

1. Identify the major intellectual currents and discuss their impact on 19<sup>th</sup> and 20<sup>th</sup> century American society.
2. Discuss the interactions of these major intellectual currents with literary and artistic trends in America
3. Identify major religious trends and explain their influence on American society

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials 1. Textbooks: U.S. History: Openstax. Download from internet.

2. Other—Choose ONE of the following:  
Vickery, Paul S. (2011) *George Washington: A Legacy of Leadership*.  
Thomas Nelson, Nashville. ISBN 978-59555-280-8 OR  
Vickery, Paul S. (2012) *Andrew Jackson: The Iron-Willed Commander*.  
Thomas Nelson, Nashville. ISBN 978-1-59555-454-3

B. Optional Materials

1. None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. Students at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence

structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

## B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the History, Humanities, and Government Department. Very few incompletes are granted.
3. **Late Work**
  - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15

- late test fee. These responsibilities assist the student in professional development.
- b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
  5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
    - a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
    - b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
    - c. Obtain information covered during an absence. All work must be completed as scheduled.
    - d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
  6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
  7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
  8. **Whole Person Assessment**
    - a. Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results

in the student's Whole Person Assessment. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.

- b. Requirements - The WPA requirements for this class are listed in the General Education Whole Person Assessment Handbook.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The student's grades are based on four 100-point exams, and a 100-point Whole Person Assessment paper. Eighty percent of exam material will come from the lecture material. (450 total points are possible.)

- b. The grades scale is as follows:

450 – 500 = A

400 -- 449 = B

350 - 399 = C

300--- 349 = D

Below 300 = = see you next semester

2. Whole Person Assessment Requirements

- a. The Whole Person Assessment requirement for American History 101 consists of one essay assignments that covers America's role in world politics as it relates to the Intellectually Alert Rubric: Global and Historical Perspectives (2C).

- 1. After reading either *George Washington: A Legacy of Leadership* or *Andrew Jackson: The Iron-Willed Commander*, each student will write a 2-3 page paper concentrating on two leadership qualities displayed by one of the men.
- 2. In addition, the student will describe how America's role in world politics has changed. Students studying George Washington will examine the change after the American Revolution. Students studying Andrew Jackson will examine the change after the War of 1812.

- b. Each student must submit the assignment via hard copy and to Whole Person Assessment. Artifacts not submitted electronically or incorrectly submitted will receive a zero for that assignment.

2. Other Policies and Procedures

- a. Lectures: There are two sessions per week. The history faculty will teach these lectures.
- c. Late Assignments: All assignments must be completed and handed in by the stated due date. Late assignments will be penalized unless previous arrangements have been made with the instructor. Late work must be turned in within three weeks. Failure to comply with this policy will result in no credit being given for the assignment.
- d. Exams: The student must take the exam at the regularly scheduled time. (The class calendar lists exam dates.) Exams are given during lecture period in the classroom. No books, notebooks, or briefcases are allowed in the testing site. The student may bring a clipboard on which to write and should also bring a pencil since none will be provided.
- e. Makeup Exams: If a student does not take the exam at the scheduled time, he or she may file a "Petition for Late Exam" with the instructor

before the exam date (unless circumstances make it absolutely impossible to do so. In that case he or she must notify the instructor as soon as possible). A late fee and/or grade penalty can be assessed if the history instructor does not approve the reason given. Any exam not made up by the time of the next regularly scheduled exam will result in an automatic zero.

- f. Incompletes: Because an incomplete is not generally in the best interest of the student, students are discouraged from asking for one. If an incomplete is necessary, the student should make arrangements with the instructor before finals week. (The Catalog gives details.) Only one semester is allowed to complete work before an “I” changes automatically to an “F.”
- g. Cheating and plagiarism are not tolerated. Any student caught cheating will receive a zero for that exam and/or risks receiving an F for the course. Plagiarism is defined as “the use without proper acknowledgment of the ideas, phrases, sentences or larger units of discourse taken from the work of another writer or speaker.”

## VI. COURSE CALENDAR

Week of August 17:

Chapter 1: New World Encounters

Week of August 24: Chapter 2: England's New World  
Experiments 1607-1732

Chapter 3: Putting Down Roots: Opportunity & Oppression in Colonial Society

Chapter 4: Experience of Empire: Eighteenth-Century 1619-1692 Week of August 30:

Test one

Chapter 5: The American Revolution: From Elite Protest to Popular  
Revolt Chapter 6: The Republican Experiment 1783-1788 Week of  
September 9:

Chapter 7: Democracy & Dissent: The Violence of Party Politics 1788-1800

Chapter 8: Republican Ascendancy: The Jefferson Vision 1800-1814 Week of  
September 14:

Test two

Chapter 9: Nation Building and Nationalism 1815-1825

Chapter 10: The Triumph of White Men's Democracy 1824-1840

Chapter 11: Slaves and Masters 1793-1861 Week of September 21:

Chapter 12: The Pursuit of Perfection 1800-1861

Test 3

Chapter 13: An Age of Expansionism 1830-1861 Week of  
September 28:

Chapter 14: The Sectional Crisis 1846-1861

Chapter 15: Secession and The Civil War 1860-1865 Week  
of October 5:

Chapter 16: The Agony of Reconstruction 1865-1877

DECEMBER 4—LAST DAY OF CLASS

**FINAL EXAM DATE**

**Date TBA**

**Exam time and date will be announced in lecture.**

## Course Inventory for ORU's Student Learning Outcomes

### HIS 110-American History Survey 1 Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives		X		
2C	Information literacy		X		
2D	Knowledge of the physical and natural world			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement		X		
4C	Written and Oral Communication		X		
4D	Leadership capacity	X			

(Revised 8/1/17)