

Syllabus for
HIS 101—American History Survey
3 Credit Hours
Spring 2010

I. COURSE DESCRIPTION

An introduction of the main political, economic, social, foreign policy, and cultural developments in American history since 1760. Students develop a personal synthesis of American history. Honors sections are available.

Honors Distinctives: Honors Students will present an oral report in class.

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 19th and 20th century America.
 - 3. Identify the major intellectual currents and discuss their impact on 19th and 20th 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 19th and 20th 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. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks:
 - Carnes, Mark C., Garraty, John A. *American Destiny: Narrative of a Nation* 3rd edition Pearson Longman: New York 2008.
 - 2. Other: None
- B. Optional Materials
 - 1. Textbooks: None
 - 2. Other: None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. 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.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late fee.
 - 3. 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, 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.
 - 4. 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.
 - 5. 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 ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Course Policies and Procedures
 - 1. Evaluation Procedures
 - a. The student's grades are based on three 60–point exams, a 100 point comprehensive final, and 60 points for discussion class. The discussion group grade is based on the completing of assignments submitted via ePortfolio. Every student will do the same assignments for the discussion group points. (340 total points are possible.)
 - b. The grades scale is as follows:

306	-	340	=	A
272	-	305	=	B
238	-	271	=	C
237	-	204	=	D
Below 204			=	F
 - 2. Whole Person Assessment Requirements
 - a. The Whole Person Assessment Requirements for American History 101 consists of two essay assignments that covers the interpretation of how wars affect a nation's foreign policy as it relates to the Intellectually Alert Rubric: Global and Historical Perspectives (2C). The first assignment will cover one of the follow: the French and Indian War, American Revolution, the War of 1812, and The Civil War. This assignment is not uploaded. The second assignment will cover one of the following: Spanish American War, World War I or World War II. This assignment is not uploaded. You are required to read about the war you choose and explain how it affected American's Global Perspective. The assignments should be typed and a minimum of one to one and a half pages. The third assignment will be a synthesis of the first two assignments placing America in a Global Perspective and will be the only one uploaded to Whole Person Assessment.
 - b. Artifacts not submitted electronically or incorrectly submitted 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.
 - b. Discussion Class: Once a week students meet in a small discussion class. The purpose of these sessions is to synthesize the lectures and assigned readings, raise issues that require evaluation and critical thinking and promote interaction between students through discussion. Weekly attendance is expected. Unexcused absences are penalized. Administrative excuses and "acts of God" are considered excused absences. It is the student's responsibility to notify the discussion leader when he or she is absent. When absent, the student must take the responsibility to come to class prepared for all previous assignments given.
 - 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 Christ Chapel. 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

Spring 2010

<u>WEEK</u>	<u>DATE</u>	<u>LECTURE</u>	<u>READING ASSIGNMENT</u>
1	Jan 7	Course Introduction	Chapter 1
2	Jan 12	English Colonies	Chapter 2
	Jan 14	Background American Revolution	Chapter 3
3	Jan 19	American Revolution	Chapter 4
	Jan 21	The New Government	Chapter 5
4	Jan 26	Hamilton & Jefferson	Chapter 6
	Jan 28	Jefferson's Presidency	Chapter 7
5	Feb 2	Exam I	Chapters 1-7 plus lectures
	Feb 4	Nation Reborn	Chapter 8
6	Feb 9	Jacksonian Democracy	Chapter 9
	Feb 11	Economics and Slavery	Chapter 10 & 11
7	Feb 16	Revival and Reform	Chapter 12
	Feb 18	Sectionalism	Chapter 13
8	Feb 23	Civil War	Chapter 14
	Feb 25	Reconstruction	Chapter 15
9	March 2	EXAM II	Chapters 8-15 & Lectures
	March 4	The Far West	Chapter 16
10	March 12-21	Spring Break	After last afternoon class on Friday
11	March 23	U.S. in World	Chapter 20
	March 25	Progressives & Reform	Chapter 21-22
12	March 30	WW I	Chapter 23
	April 1	EXAM III	Chapters 16-23 & Lectures
13	April 6	The 1920s	Chapter 24
	April 8	New Deal	Chapter 25-26
14	April 13	WW II	Chapters 27 & 28
	April 15	Post WW II	Chapters 29 & 30
15	April 20	Review	Chapter 31
	April 22		

FINALS EXAM DATE Date TBA (week April 24 – April 30)

Exam time and date will be announced in Lecture!

Course Inventory for ORU's Student Learning Outcomes

HIS 101 American History Spring 2010

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
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship	X			
4E	Leadership capacity		X		