

Syllabus for
HIS 110 American History Survey I
To 1877

3 Credit Hours
Fall 2025

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. 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

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for General Education.

- A. Outcome 1 – Students will be able to understand, analyze, and communicate general historical knowledge.
- B. Outcome 2 – Students will be able to identify and critique the method, origin, and quality of historical knowledge.
- C. Outcome 4 – The student will incorporate research and findings regarding people and contexts into a World View

IV. UNIVERSITY OUTCOMES

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement
- D. Bold Vision

V. TEXTBOOK AND OTHER LEARNING RESOURCES

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

VI. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. 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.

- 2 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.

Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements.

- 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. 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 emergencies. 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 arrangements 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.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The student's grades are based on four 100-point exams, and a 100-point paper. Eighty percent of exam material will come from the lecture material. (500) 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. 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

First week:

Chapter 1: New World Encounters

Second Week:

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

Test 1

Chapter 5: The American Revolution: From Elite Protest to Popular Revolt

Chapter 6: The Republican Experiment 1783-1788

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

Chapter 8: Republican Ascendancy: The Jefferson Vision 1800-1814

Test 2

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

Chapter 12: The Pursuit of Perfection 1800-1861

Test 3

Chapter 13: An Age of Expansionism 1830-1861

Chapter 14: The Sectional Crisis 1846-1861

Chapter 15: Secession and The Civil War 1860-1865

Chapter 16: The Agony of Reconstruction 1865-1877

FINAL EXAM DATE Exam time and date will be announced in lecture.

Primary Program: B.A. History
HIS 110 American History Survey I
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This course contributes to the University and program 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.

Program Outcome alignment with University Outcomes	Significant	Moderate	Minimal
Spiritual Integrity			
Outcome 4 – Demonstrate the ability to apply their Christian faith and worldview to their historical specialization to promote God’s healing.		X	
Personal Resilience			
Intellectual Pursuit			
Outcome 1 – Students will be able to understand, analyze, and communicate general historical knowledge.	X		
Outcome 2 – Students will be able to identify and critique the method, origin, and quality of historical knowledge.	X		
Global Engagement			
Outcome 4 – The student will incorporate research and findings regarding people and contexts into a World View		X	
Bold Vision			
Outcome 2 – Students will be able to identify and critique the method, origin, and quality of historical knowledge.		X	

(Revised Spring 2024)