



## History of the United States to 1877 (HIST 2213-01)

Fall 2020  
MWF 9:00-9:50am  
DAH 220

**Professor:** Matt McCook

**Contact:** [matt.mccook@oc.edu](mailto:matt.mccook@oc.edu) or call 425-5452

**Office:** DAH 223 (M 8-9, 11:30-4:00; T 8-9:30; TTH 11:30-1:00; or by appointment)

**Website:** <http://bb.oc.edu>

**University's Mission:** Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, scholarship, and service.

Pursuing a university degree is a noble endeavor. More than simply a means to an end, a liberal arts education challenges you to think broadly and deeply, inspires you to live more fully, and opens the door for a lifelong quest for truth. The study of history, a central part of a liberal arts education, also involves thinking, inspiration, and the pursuit of truth. For centuries historians have studied available evidence to make sense of the past and communicated their understanding in interesting and relevant ways. In the tradition of my discipline I strive to effectively communicate truth. Of course, history, like all disciplines, is limited by the availability of evidence and the finite nature of the human mind; it cannot fully reveal the most important, infinite truths – that God exists, that he created the universe, and that he has given his son to redeem us from our sins. No Christian liberal arts education is complete without knowing these truths. While I sincerely welcome input from a variety of perspectives and discussion of other worldviews, it is important for you to understand from the outset that my goal is not primarily that you would master the content of this course, noble as that pursuit is, but that you would know Christ and Him crucified.

**Course Description:** A survey of America's political, social, religious, intellectual, diplomatic, and economic history from its founding through Reconstruction.

This course is the first of two semester surveys of US history required of all history and social studies education majors. This survey is a prerequisite for more advanced study in US history. Beyond familiarizing you with the major developments in US history, this course will also make you more aware of the methods and thought processes of historians as they reconstruct the past and more attuned to the relevancy of history to our collective and individual futures.

**Course Objectives:** [Departmental/ University Outcomes in brackets]

- 1) You will demonstrate an understanding of the major characters and developments in American history through 1877. [Knowledge of History/Foundational Knowledge, Different Cultures, Times, and Places]
- 2) You will demonstrate an understanding of the discipline of history through analysis of primary sources and discussions of secondary sources. [Research and Handling Evidence/Information Literacy, Structured Reasoning]
- 3) You will improve your critical thinking, written and oral communication skills on exams and discussions. [Critical thinking, Effective communication]
- 4) You will evaluate the events we study and the values of historical characters in light of a Christian world view, thus challenging and strengthening your faith through the study of history. [Apply Christian Ethics/Active Faith]

**Course Readings:**

Schaller et al, *American Horizons: US History in a Global Context*, 3<sup>rd</sup> Ed., Vol I: to 1877 (2018).

Kidd, Thomas S. *The Great Awakening: A Brief History with Documents* (2007).

Foster, Douglas A. *A Life of Alexander Campbell* (2020).

**Grades:** Course grades are based on exams, quizzes, papers, and participation using the following point system:

**A=900-1000 points; B=800-899; C=700-799; D=600-699; F=599 or less**

You can monitor your progress by checking blackboard.

**Exams:** (500 points total: 100 points for first three exams and 200 points for final exam)

I will give four exams over the course of the semester each covering approximately one fourth of the course material though the final exam will have additional accumulative portions. Questions will be drawn from major themes presented in class lectures and readings.

**Quizzes:** (150 points total)

You will take an online quiz over each chapter of the text under the following guidelines:

- 1) Each quiz contains ten questions taken from the text worth one point each.
- 2) Once a chapter is assigned you have until 11:59pm Sunday night to take it.
- 3) You will have ten minutes to complete each quiz. If you exceed the time limit an exclamation point instead of a score will appear in my blackboard grade book indicating that the quiz needs my attention.
- 4) I will accept scores which are only a little over time, but I will not accept quiz scores which are submitted after the deadline or those which are excessively or habitually over time. (Since you only have one attempt, don't log on until you are ready!!)

- 5) Once you submit your quiz you should receive your score immediately. If you do not receive a score, or if there has been a technical problem, email me ASAP so I can clear your attempt and you can try again.
- 6) You may use your text or notes of your creation for each quiz, but no one else's!

**Discussion Board:** (200 points)

Throughout the semester I will post discussion questions on Blackboard to spark discussion as a class or within smaller groups. These posts are designed to help you read and interpret historical documents and to reflect on the relevance of history and historical methods. You will be graded on your consistency, depth of insight, and understanding. While at times discussions may be group oriented, everyone should contribute meaningfully to these discussions.

**Participation:** (150 points)

Participation grades will be based on your participation in and readiness for class and the completion of all assignments including your postings to discussion board. Although good attendance is the most basic part of your participation grade, it alone will not guarantee a high grade. Inattentiveness, disruptiveness, leaving class early and tardiness will adversely affect one's participation grade just as answering questions when called upon, asking appropriate questions, and attentiveness will help it. I will post and update participation grades occasionally throughout the semester using the following rubric:

Participation Grade	A	B	C	D	F
Description	0-2 absences Demonstrates strong understanding of subject in class. Excellent responses on all discussion board assignments.	3-4 absences Demonstrates some understanding of subject in class. Strong responses on all discussion board assignments.	5-6 absences Demonstrates modest understanding of subject. Adequate responses on discussion board with no more than one assignment incomplete.	7-8 absences Shows little evidence of learning or interest in class. Weak discussion board responses with no more than two assignments incomplete.	9 or > absences Shows no evidence of learning or interest in class. Weak discussion board responses with several assignments

**Course Policies:**

**Excused Absences:**

I will excuse absences resulting from participation in approved school activities (athletes going to their games) and those resulting from serious illness, hospitalization or a death in the family. You must provide me with a doctor's note or funeral program to have those absences excused. (Note:

If you were present in class, but were out of the room when roll was taken, it will be your responsibility to sign in immediately following class to avoid an absence. Your first two tardies will count as one absence and all subsequent tardies will be counted as absences. If you must leave class early, let me know. Otherwise, you will be counted absent.)

#### Makeup Exams:

If you notify me in advance (when possible) of an illness, or family emergency which keeps you from taking a scheduled exam, and if you provide me with documentation verifying your situation, we may arrange a time for you to makeup the exam. See me about scheduling.

#### Laptop policy:

You will not be allowed to use your laptops in class unless instructed to do so. Outside of class time you will use your laptops extensively for this course taking online quizzes, accessing grades and course documents and submitting discussion board comments.

#### Electronic Devices:

Cell phones, pagers, and iPods must be turned off or made silent upon entering class. These cause disruptions which will adversely affect your participation grade. During exams all cell phones, calculators, pagers or other devices with electronic memory or communication capabilities are prohibited.

#### Inclement Weather:

If the university cancels classes due to inclement weather or other emergencies you will still be responsible for completing assigned work and you should look for emails from me giving further instructions. If final exams are cancelled due to weather or other emergencies I will substitute the average of your other exams for the final exam grade and proceed to calculate the course grade.

#### Academic Dishonesty:

Any plagiarism (taking the ideas or words of another without proper citation), or cheating on exams or quizzes will result in severe penalties. In accordance with university policy, the first offense will result in a zero for that assignment. The second offense will result in the immediate failure of the course. Such behavior has no place in Christian life, or in a Christian university.

#### Students With Disabilities:

If you have a diagnosed disability and need special accommodations, please notify Ms. Katy Roybal (425-1876) before or immediately after your first scheduled class meeting. After your disability has been verified, your instructor will work with you, with Ms. Roybal, and with the Office of the Vice President of Academic Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this course.

#### Sexual Misconduct Policy (Title IX)

Oklahoma Christian University is a Christian community unequivocally committed to ensuring a working and learning environment in which the dignity of every individual is respected and providing a campus environment that is free of unlawful discrimination, which includes sexual

harassment, sexual assault, or sexual misconduct. OC's Sexual Misconduct Policy (see the OC Student Handbook) is compliant with Title IX, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is a breach of community, which expresses disrespect, exploits and undermines relationships based on trusts, and interferes with learning and productive work.

Students are encouraged to immediately seek available assistance and report incidents of sexual misconduct as defined by the Sexual Misconduct Policy to either the Title IX Coordinator or one of the Title IX Deputy Coordinators listed below:

<b>Title IX Coordinator</b>	Ms. Tamie Willis	405.425.5320	tamie.willis@oc.edu
<b>Title IX Deputy Coordinator – Female Students</b>	Ms. Lisa Herndon	405.425.1820	lisa.herndon@oc.edu
<b>Title IX Deputy Coordinator – Male Students</b>	Mr. John Ortiz	405.425.5932	john.ortiz@oc.edu
<b>Title IX Deputy Coordinator – Female Employees</b>	Dr. Gail Nash	405.425.5345	gail.nash@oc.edu
<b>Title IX Deputy Coordinator – Male Employees</b>	Dr. Charles Rix	405.425.5379	charles.rix@oc.edu

Students have access to confidential services through OC's Counseling Center and the Spiritual Life office.

**OC Counseling Center** 405.425.5250

**Spiritual Life**

Jeff McMillon, Dean of Spiritual Life 405.425.5919  
Summer Lashley, Ethos Director 405.425.5908

### **Tools for Success in this Course:**

#### **Reading Guides:**

To prepare for quizzes and classes follow the reading guides posted on Blackboard under “Content.” Items in bold may be test material as well as quiz material.

#### **Lecture Outlines:**

You can access the outlines for each lecture on blackboard by clicking on “Content” then clicking the unit title, and then the title of the lecture. These are provided to help you organize your notes, not as a substitute for taking notes. The outline alone will be of little help if you have not also attended regularly, listened attentively, taken thorough notes, read, and engaged the material throughout the semester. I advise you to print out the outline prior to class and use it to help you organize your notes

Course Schedule: Subject to change at the instructor’s discretion

### **Colonial America, 1492-1763**

Date	Lecture / Discussion	Readings Due
	Introduction to American History (Posted Video)	
Aug 14	Christopher Columbus and the Discovery of America	Ch. 1
Aug 17	The Spanish and French Colonies	Kidd p. 1-43
Aug 19	The Jamestown Colony	Ch. 2
Aug 21	The Puritans and New England	Kidd p. 43-89
Aug 24	The Puritans and New England (continued)	Ch. 3
Aug 26	The 13 English Colonies in North America	Kidd p. 89-112
Aug 28	Accelerating the Pace of Change; The Enlightenment	Ch. 4
Aug 31	The Great Awakening	Kidd p. 112-140
Sept 2	The French and Indian War	Ch. 5
<b>Sept 4</b>	<b>Exam #1</b>	

### **Revolutionary America, 1763-1815**

Sept 7	The Coming of the American Revolution	
Sept 9	The Revolutionary War	Ch. 6
Sept 11	Constitution Making in America	Foster Pre, Ch. 1
Sept 14	Constitution Making and Creating an American Culture	Foster Ch. 2
Sept 16	The Federalist Era	Ch. 7
Sept 18	The Federalist Era (continued)	Foster Ch. 3
Sept 21	The Jeffersonian Republic	Foster Ch. 4
Sept 23	The Lewis and Clark Expedition	Ch. 8
Sept 25	The War of 1812	Foster Ch. 5
Sept 28	The Founders and Religion	Foster Ch. 6, 7
<b>Sept 30</b>	<b>Exam #2</b>	

### Jacksonian America, 1815-1848

Oct 2	An Era of Good and Bad Feelings	Ch. 9
Oct 5	The Rise of Jacksonian Democracy	Ch. 10
Oct 7	Jackson and the Second Party System	Foster Ch. 8, 9
Oct 9	The Second Great Awakening	Foster Ch. 10, 11
Oct 12	New Religious Movements in Antebellum America	Ch. 11
Oct 14	Abolitionism and Other Reforms	Foster Ch. 12, 13
Oct 16	Transcendentalism	Foster Ch. 14, 15
Oct 19	Manifest Destiny	Ch. 12
Oct 21	Manifest Destiny	Foster Ch. 16
Oct 23	The Women's Rights Movement	Foster Ch. 17
<b>Oct 26</b>	<b>Exam #3</b>	

### The Era of Civil War and Reconstruction, 1848-1877

Oct 28	The Gold Rush	Ch. 13
Oct 30	Struggles over Slavery	Foster Ch. 18
Nov 1	The Civil War	Foster Ch. 19
Nov 3	The Civil War	Ch. 14
Nov 5	The Civil War	Foster Ch. 20
Nov 8	Reconstruction	Foster Ch. 21
Nov 10	Reconstruction	Ch. 15
Nov 12	Plains Indian Wars	
	America at the Centennial (Video posted)	
<b>Wed, Nov 18</b>	<b>Final Exam 8:00am-9:50am</b>	

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