



U.S. Since 1877

HIST 2223-01 3 HRS
Fall 2021
DAH 220
MWF 9:00-9:50 AM

Professor: Dr. Emily Smith

Office: DAH 225

Office Hours: 10:00-11:00 AM, MWF, 12:30-1:30 PM, MWF, 11:30-1:30, TTH and by appointment

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OC COVENANT

Oklahoma Christian University is a higher learning community which transforms lives for Christian faith, scholarship, and service. The values and behavior of this Christian community are derived from the Bible, rather than the prevailing culture. Because we are a higher learning community dedicated to a distinctively Christian mission, we join together in a community covenant. This covenant is not a creed demanding strict belief in its veracity and inerrancy, and it is not merely an ideal to which we aspire; rather, it is a personal commitment that while we are members of this community, we will abide by the principles and ideals set forth in the covenant. The purpose of our covenant is to unite all of us at Oklahoma Christian University—students, staff, faculty, administration, and Board of Trustees—in a Christian community which is based on biblical principles, and which transforms lives for Christian faith, scholarship, and service.

STATEMENT OF FAITH & TEACHING PHILOSOPHY

I believe in the Trinity, God the Father, God the Son and God the Holy Spirit. I believe that the Bible is the inspired Word of God, and I believe that Jesus is God's Son. I believe that Christianity is more than a religion to be practiced, it is a life to be lived. One's Christian beliefs should inform every aspect of one's life, from one's style of dress and manner of speech to one's entertainment and career choices. In short, being a Christian means reflecting Jesus in every area of life.

As a Christian who is also a history professor, my faith informs my relationship with my students. Because I believe that a Christian is first and foremost a servant of others, I strive to reflect that in my dealings with students. I will serve them by delivering lectures in a format they can understand, ensuring that all exams and assignments are explained and assessed fairly, and by making myself available to them outside of class should they have questions. I see my role as a mentor and guide, and as such I seek to assist my students in every way possible, from ensuring that they understand the course material to equipping them for life outside the university through the creation and fostering of critical thinking skills. I believe that, as a



Christian, I should always strive to set a good example and “let [my] light shine,” so that I can lead others to Jesus.

COURSE DESCRIPTION

A survey of America's political, social, religious, intellectual, diplomatic, and economic history from the end of Reconstruction to the present. In this course we will be examining the social, political, cultural, economic and religious changes that took place from the 1870s to the present. Though most of the events we will be discussing occurred in the past, their ramifications can be felt in the present. This course will help you to cultivate useful life skills such as reasoning and problem solving, time management and effective communication.

TEXT:

U.S. History ed., P. Scott Corbett, Volker Janssen, John M. Lund, et. al.

Available to download **for free** or purchase a print copy here:

<https://openstax.org/details/books/us-history>

A Disability History of the United States by Kim E. Neilson

Please note these books are required for class.

REQUIRED EDUCATIONAL TECHNOLOGY

Respondus LockDown Browser

LockDown Browser Monitor is a self-proctor program that will record students while taking an exam. There is a process to setting this up, so I will be checking the week prior to the first exam (see course schedule) to make sure the program has been downloaded and there are no issues.

COURSE OBJECTIVES [Departmental / University Outcomes in Brackets]

- A. Statement: The student can discuss specified major figures, events, and movements in the development of U.S. History--relating them to the appropriate era and giving some analysis of each in a historical perspective. [Knowledge of history/Foundational Knowledge]

Preparation: During the course, the teacher will highlight a selected group of particular individuals, events, and movements by giving details about them and helping students place them into their historical context. In the process of studying these items, students will also be given an opportunity to see these people, events, and movements in relationship to their times and their eventual effect on the course of history

Evaluation: Students will be asked questions over this objective on all tests.



- B. Statement: The student can relate such artistic endeavors as music, painting, drama, literature, and architecture to their times and to each other, showing both the relationship between the arts and the relationship between various arts and the times which they reflect. [Handling of evidence/Structured Reasoning, Critical & Creative Thinking]

Preparation: A number of class sessions will feature the arts in different eras.

Evaluation: Each test will ask students to answer questions on particular aspects of this objective.

- C. Statement: The student can relate the role of the Judaic-Christian tradition to the history of the United States. [Apply Christian ethics/Active Faith]

Preparation: Several class periods will be devoted to topic of religion in a direct way and passing references will be made in a number of others. Various readings will also provide information.

Evaluation: Students will be expected to answer questions pertaining to this objective on each examination.

- D. Statement: The student can "do" history, i.e., engage in the process of reading and analyzing sources and then writing a response. [Research & handling of evidence/Information Literacy, Structured Reasoning, Critical and Creative Thinking, Effective Communication]

Preparation: The student will be required to write discussion board posts in which they will analyze primary sources and respond to questions. Details are given below in the course requirements section.

Evaluation: The student will submit their responses for grading during the allotted window; the course outline lists the specific dates. How well the response analyzes and utilizes the sources will be the main criterion, but grammar and compositional quality will also be considered.

- E. Statement: The student can trace the evolution of the role of the individual and the freedoms enjoyed or lacking in the history of the United States. [Different cultures, times, places/Personal, Social and Global Stewardship]

Preparation: This theme will be repeatedly highlighted by the teacher during the course. Readings will also provide information.

Evaluation: Students will be asked to relate this theme to the eras studied in answers to questions on all exams.

COURSE REQUIREMENTS:

Attendance:

I will be taking attendance, as we've been asked to record it for retention. You may miss up to a week of classes—3—before penalties will be acquired in the loss of attendance points. I do allow for absences beyond those 3—those are freebies, and just automatically excused. However, beyond those 3, you will need to contact me, and the absence must relate to illness, family emergency, or a university sponsored event. On that note, this class will be in person, and I **do expect you to be here**, unless you meet one of the above criteria for an absence or are in quarantine. If you elect to join in via collaborate, you must be absent due to COVID or other health related issues and you must speak with me at least 24 hours before the class in which you wish to do collaborate. If you join via Collaborate and you **have not spoken to me about it beforehand** and you **do not meet the above criteria you will be counted absent**. If you have an emergency arise the day of class, come see me afterward and we'll discuss what you miss. I reserve the right to handle such requests on a case-by-case basis and make no guarantees that your request will be granted, unless I've received communication that you are in quarantine, or you suspect you've been exposed to the virus. Bear in mind that if you do miss class, you will be responsible for obtaining whatever information you may have missed. You will also be responsible for scheduling any makeup exams or quizzes.

Readings:

You will have weekly readings assigned from the textbook. These will consist of specific chapters. The whole of the chapter—barring details pertaining to figures, and textboxes—**is required** to be read by Friday. There will be quizzes given over groups of chapters.

Exams:

There will be three exams given in this class, two midterms and a final exam that will only cover the material studied since the second midterm. Each exam will have forty multiple choice questions. While study guides will be provided, students should not rely solely on them, as they are intended as suggestions of the main topics to be covered, rather than exhaustive lists of every item that will be on the exam. However, if a topic or person is not on the study guide, then it will not be on the exam, but the exam will likely include details not specified in the study guide. For example, if I give a key figure of the Progressive Era, and that individual is an influential part of a specific Progressive movement, I expect you to be able to identify which movement in a question, though I've not given the exact movement as a term on the exam. The exams will be given on Blackboard and require Respondus Lockdown Browser. They will be given during class time. Please ensure that your laptop is charged fully before coming to class on exam day and be sure that you have the latest version of Respondus downloaded. Please

ensure that your laptop has updated before you get to class for the exam, to avoid any technical difficulties. Finally, you will not be permitted to use your notes or the book for the exam.

Quizzes:

There will be five quizzes posted at set intervals throughout the semester. They will be posted on Blackboard and will be available for a week. During that time, you're allowed to go on blackboard and take them. You will have two attempts, and the highest grade will be recorded. As with the exams, you may not use your notes on these quizzes. Because they are over the chapters in the textbook, please be sure that you read thoroughly.

Discussion Boards:

There will be four discussion boards posted throughout the semester. They will be open for five days. During that time, you may go in at any time and write your post. At the conclusion of that week, the discussion board will close, and I will not allow late submissions except on a case-by-case basis, and you must have spoken to me about it via email to be granted a possible exception. Further instructions on the discussion boards will be found in the relevant forums.

COURSE POLICIES:

- For the purposes of notetaking only, you may use either a laptop or a tablet in class.
- Take responsibility for your participation in this course.
- Do your best on the assignments, and exams
- Come to class prepared to learn and engage.
- If you need help, reach out.
- Check the course schedule prior to coming to class.
- Be on time and ready to participate.
- Be prepared to examine and discuss complex issues.
- Be respectful and courteous.
- You may not distract others with your technology use during class
- Makeup Policy for Exams:
 - To be allowed to make up exams, you must have a verified medical issue or family emergency. You must contact me via email, with a screenshot of the relevant documentation, to be allowed to make up the work. Without documentation, you will be unable to make up the exam.
- Makeup Policy for Assignments:
 - To be allowed to make up assignments you've missed, you must have a verified medical issue or family emergency. Without documentation, you will not be allowed to make up the assignment. You must contact me via email, with a screenshot of the relevant documentation, to be allowed to make up the work. You will have until one week from the original due date to turn the assignments



in. Failure to turn in the assignments by the specified extension date will result in a grade of zero for the assignment.

- Assignment due date extensions—except in cases outlined in the above point—will be given on a case-by-case basis at the instructor’s discretion.
- You are responsible for ensuring that you turn in work on time and take the exams and quizzes on the days scheduled.
- If you are unable to and fail to follow the procedures for making up late work or missed assessments, you will receive a grade of zero on those assignments.
- Except as specified above, I do not accept late work in this class. Assignments turned in after the deadline has passed will receive a grade of zero unless they meet the conditions outlined above.

GRADING & SCALE:

Exam 1: 200 (20 %)

Exam 2: 200 (20 %)

Final Exam: 200 (25%)

Discussion Board 1: 25 points (2.5%)

Discussion Board 2: 25 points (2.5%)

Discussion Board 3: 25 points (2.5%)

Discussion Board 4: 25 points (2.5%)

Quiz 1: 20 pts (2%)

Quiz 2: 20 pts (2%)

Quiz 3: 20 pts (2%)

Quiz 4: 20 points (2%)

Quiz 5: 20 pts (2%)

Attendance: 150 points (15%)

Grade Scale:

A: 900-1000 (90%-100%)

B: 800-899 (80%-89%)

C: 700-799 (70%-79%)

D: 600-699 (60%-69%)

F: 0-599 (0%-59%)

Oklahoma Christian University Policy on Academic Honesty:

Cheating

Cheating on an examination, assignment, roll sheet or other course related work or activities undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who cheat on examinations,



assignments or other course related work or activities will face serious consequences, as outlined in this policy.

Plagiarism

One particular form of cheating is plagiarism. Plagiarism is the transmission of another's ideas, words, or materials as one's own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another's work (a friend, a parent, a website) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University.

Accordingly, students who engage in plagiarism in assignments submitted will face serious consequences, as outlined in this policy.

Penalties for Academic Dishonesty

1. On the first offense, the student will receive zero (0) credit for the examination or assignment. For forms of cheating or dishonesty other than on examinations or assignments, the Professor shall have the discretion to impose an appropriate penalty. Professors must send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the VPAA, and the Dean of Students.
2. On the second offense in the same course, the student will receive an F in the course. Professors must send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the VPAA, and the Dean of Students.
3. At either the first offense or second offense, the student may appeal using the process described in both the *OC Student Handbook* and the *OC Academic Policy Manual* covering Grade Appeals.
4. If the student commits offenses in two or more courses, the Academic Appeals Committee, described in the *OC Student Handbook* and in the *OC Academic Policy Manual*, may assign penalties for academic dishonesty in addition to the penalties assigned by the professors in the courses. The Academic Appeals Committee may impose penalties up to and including suspension from the University in instances where a student has engaged in cheating or plagiarism in two or more courses. The Academic Appeals Committee will inform the VPAA and the Dean of Students in writing of any penalties imposed by it and will report annually on its activities to the University's Academic Affairs Committee.
5. Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must report and apply the rules regarding cheating/plagiarism to the appropriate channels. The student should be referred to the Oklahoma Christian University Covenant for principles which should guide conduct in these matters.

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 the Title IX Coordinator:

Title IX Coordinator Mrs. Lisa Herndon 405.425.1820 lisa.herndon@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

Inclement weather policy

Class will meet as scheduled unless the university cancels classes due to inclement weather. In such a case, you will still be responsible for completing assigned work and you should look for emails from me giving further instructions.

Campus Closing Policy from the Academic Policy Manual:

Because a large majority of OC’s students live on or very near the campus, and because most professors also live very near, it is the policy of the University not to suspend classes for bad weather conditions unless their severity poses unnecessary risk to faculty, staff and students. Students who are prevented from meeting a class because of road conditions should notify their professors as to the cause of their absence, and the professor will treat the absence as being for an acceptable reason.

Emergency statement

In case of an emergency, faculty, staff, and students who have signed up for OC Campus Messenger (oc.edu/notify) will be notified by text, email, or Twitter. If the emergency occurs during class, the instructor will inform the students present of the appropriate procedures.

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Assessment:

Occasionally during a semester, students will be asked to complete a Student Development Survey, a Co-curricular Transcript, or an entrance/exit exam. While these may seem to be pointless busywork, be assured they are not. Rather, these, and other evaluations, are part of the History and Political Science Department's assessment program to meet the requirements of North Central, the accrediting agency for the university. Since it is vital to have accurate information to aid the university in maintaining accreditation, the faculty of the department requests that you take the time to thoughtfully complete whatever assessment instrument is given you. Your cooperation is greatly appreciated.



Weekly Schedule and Assignments

Dates given as 1st day of class for that week and exact due dates for assignments/exams/quizzes

August 6	Introduction to the Course READING: The Syllabus
August 9	Reconstruction Part 2 READING: <i>U.S. History</i> Chapter 16, <i>Disability History</i> Chapter 5 DUE: Discussion Board 1: August 13 th , 11:59 PM on Blackboard
August 16	Go West Young Man! Westward Expansion, 1840-1900 READING: <i>U.S. History</i> Chapter 17
August 23	Industrialization and the Rise of Big Business, 1870-1900 READING: <i>U.S. History</i> Chapter 18 DUE: Quiz 1, Chapters 16-18: August 30 th , 11:59 PM on Blackboard.
August 30	The Growing Pains of Urbanization, 1870-1900 READING: <i>U.S. History</i> Chapter 19 DUE: Exam 1, Sept. 3 rd , in class on Blackboard
Sept. 6	Politics in the Gilded Age, 1870-1900 READING: <i>U.S. History</i> Chapter 20
Sept. 13	Leading the Way: The Progressive Movement, 1890-1920 READING: <i>U.S. History</i> Chapter 21, <i>Disability History</i> Chapter 6 DUE: Quiz 2: Chapters 17-21 Sept. 20 th , 11:59 PM on Blackboard
Sept. 20	Age of Empire: American Foreign Policy, 1890-1914 READING: <i>U.S. History</i> Chapter 22 DUE: Discussion Board 2, Sept 24 th , 11:59 PM, on Blackboard.
Sept. 27	Americans and the Great War, 1914-1919 READING: <i>U.S. History</i> Chapter 23
Oct. 4	The Jazz Age: Redefining the Nation, 1919-1929 READING: <i>U.S. History</i> Chapter 24 DUE: Exam 2, Oct. 8 th in class DUE: Quiz 3, Chapters 22-24, Oct. 11 th , 11:59 PM, on Blackboard.
Oct. 11	The Great Depression & F.D.R.'s New Deal READING: <i>U.S. History</i> Chapters 25-26, <i>Disability History</i> Chapter 7 DUE: Discussion Board 3, Oct. 15 th , 11:59 PM, on Blackboard.
Oct. 18	World War II & It's Aftermath READING: <i>U.S. History</i> Chapters 27-28 DUE: Quiz 4, Chapters 25-28 Oct. 22 nd at 11:59 PM on Blackboard

- Oct. 25 **The 1960s-1980s**
READING *U.S. History* Chapter 29, *Disability History* Chapter 8
DUE: Discussion Board 4, Oct. 29th, 11:59 PM, on Blackboard.
- Nov. 1 **The 1980s-2000**
READING: *U.S. History* Chapter 30
- Nov. 8 **The Present**
READING: *U.S. History* Chapter 31
DUE: Quiz 5, *U.S. History* Chapters 29-31, *Disability History* Chapters 5-8, Nov. 12th, 11:59 PM on Blackboard
- Nov. 15 DUE: Final Exam, Nov. 17th in class, 8:00-9:50 AM