

## HIS 320: UNITED STATES HISTORY, 1815-1914

History & Political Science Department  
Point Loma Nazarene University  
4 Units  
Fall 2017

**Meeting days:** MWF

**Meeting times:** 1:30-2:35pm

**Meeting location:** Colt 120

**Final Exam:** December 11, 1:30-4:00pm

**Professor:** Dr. Kelli McCoy

**Phone:** 619-849-2438

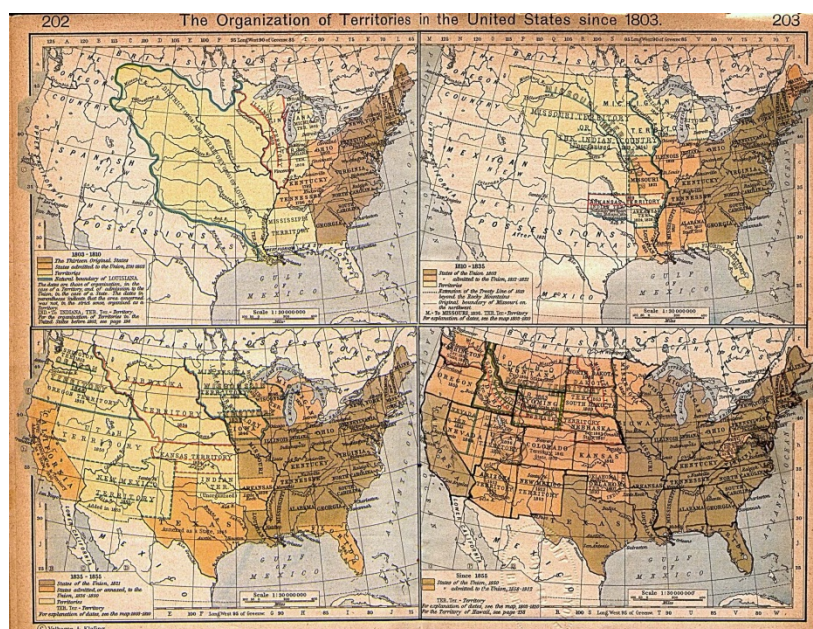
**E-mail:** KelliMccoy@pointloma.edu

**Office:** Colt 114

**Office hours:** Mon 12:00-1:00 and 2:45-4:15; and Thursdays by appointment.

### COURSE DESCRIPTION

This course examines the major social, political, economic, and ideological conflicts and changes of the United States from 1815-1914. Over the course of the nineteenth century, the U.S. experienced profound changes, including industrialization, immigration, westward expansion, slavery, the Civil War and Reconstruction. This course includes an analysis of the political leadership of Andrew Jackson and Abraham Lincoln; the ideas of liberalism, nationalism, expansion, and industrialization; the social impact of religious revivals, slavery, and feminism; and the cataclysmic impact of the U.S.-Mexican, Civil, and Spanish-American wars as the nation hurtled toward world power status after World War I.



From *The Historical Atlas* by William R. Shepherd, 1923. Public domain.

## **PLNU MISSION**

### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## **HISTORY PROGRAM LEARNING OUTCOMES**

Students will be able to...

- Complete a substantial historical project autonomously. (Assessed with the research paper.)
- Present and analyze, in written or oral presentation, different perspectives on an event from the past. (Assessed with the research paper and essays on exams.)
- Find appropriate materials online, in a library, or in the community and know how to cite them. (Assessed with the research paper.)

## **COURSE LEARNING OUTCOMES**

Students will be able to...

- Analyze the major events that shaped the United States from 1815-1914.
- Evaluate various types of primary and secondary sources.
- Write a research paper that exhibits their own original analysis of the sources.
- Explain the experiences of a diverse range of nineteenth-century Americans, including Black Americans, immigrants, Native Americans, and women.

## **COURSE REQUIREMENTS AND EXPECTATIONS**

### **Required Texts**

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*.
  - Michael P. Johnson, ed. *Abraham Lincoln, Slavery, and the Civil War*.
  - Bruce Levine, *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South*.
  - Pauli Murray, *Proud Shoes*.
  - Subscription for one semester to Milestone Documents ([MilestoneDocuments.com](http://MilestoneDocuments.com)).
- Make sure that you sign up specifically for this course: HIS 320 with McCoy!**

## Assessment and Grading

Please contact me at any point during the semester if you have questions about your grade.

Assignment distribution by percentage:		Letter grades assigned as follows:	
Weekly Responses	10%	A=93-100	C=73-76.99
Participation	15%	A-=90-92.99	C-=70-72.99
Research Paper Proposal	5%	B+=87-89.99	D+=67-69.99
Research Paper	20%	B=83-86.99	D=63-66.99
Midterm Exam:	25%	B-=80-82.99	D-=60-62.99
Final Exam:	25%	C+=77-79.99	F=0-59.99

### Weekly Responses

These are a way of rewarding you for thinking thoughtfully and critically about the reading assignments. They are also designed to encourage participation in class discussions; for this reason, they will not be accepted late. **Responses must be submitted via Canvas before the time class starts.**

- 2 pages typed, double-spaced, 12 pt. font
- Due on the dates listed in the syllabus (typically every Friday)
- Responses should explain and analyze the main themes of the readings.
- Your written response can be about any of the readings assigned for that WEEK. You do not have to address every one of your reading assignments, but the reading(s) you discuss should be substantial ones (i.e. you're trying to show me that you did do the reading!).

### Participation

Your engagement in class makes this course more fun and interesting for all of us! It also helps you and your classmates to learn the material better. Your participation grade includes your active contributions to our class discussions, your regular attendance (without which you can't participate, of course), your leadership of one Friday Discussion Day, and any online quizzes or discussions.

### Research Proposals and Papers

You will write a 12-15 page research paper about a course-related topic of your choosing. Detailed guidelines will be handed out in class and posted on Canvas.

### Incompletes and Late Assignments

Please talk with me as soon as possible if for whatever reason you are having trouble completing your work, so that we can find the best solution. All assignments are to be submitted/turned in by the beginning of the class session when they are due, unless otherwise indicated on Canvas. Incompletes will only be assigned in extremely unusual circumstances. There are no make-up quizzes or weekly responses, since those are to help

you come prepared to class. There are no make-up exams (midterms and final), unless you have contacted me in advance, in which case I *may* allow it depending on the circumstances. Late research proposals and research papers will generally be subjected to a 10% penalty per day. However, if you contact me *more than 72 hours before the due date* and explain your circumstances (i.e. an unusual number of assignments due in other classes that week), your request for an extension will be considered. Emergencies will be dealt with depending on the individual circumstances. Please ask me for more information if you believe you will need to turn in an assignment late.

### **Cell Phones and Recording Devices**

In order to create the most conducive learning environment, all phones should be silenced and not used during class. No recording of lectures or class discussions is allowed without prior permission from the professor.

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU Academic Accommodations Policy**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## COURSE OUTLINE

Week 1	Tuesday, Aug 29	Introduction/ Syllabus
	Wednesday, Aug 30	Sign up for Milestone Documents before class
	Friday, Sept 1	Milestone Documents <b>Weekly Response Due</b>
Week 2	Monday, Sept 4	No class- Labor Day
	Wednesday, Sept 6	Milestone Documents
	Friday, Sept 8	Friday Discussion Day Milestone Documents <b>Weekly Response Due</b>
Week 3	Monday, Sept 11	Milestone Documents
	Wednesday, Sept 13	Milestone Documents
	Friday, Sept 15	Friday Discussion Day Milestone Documents <b>Weekly Response Due</b>
Week 4	Monday, Sept 18	Milestone Documents
	Wednesday, Sept 20	Milestone Documents
	Friday, Sept 22	Friday Discussion Day Milestone Documents <b>Weekly Response Due</b>
Week 5	Monday, Sept 25	Work on Research Paper Proposal
	Wednesday, Sept 27	Work on Research Paper Proposal
	Friday, Sept 29	<b>Research Paper Proposal Due</b>
Week 6	Monday, Oct 2	<i>Narrative of the Life of Frederick Douglass</i>
	Wednesday, Oct 4	<i>Narrative of the Life of Frederick Douglass</i>
	Friday, Oct 6	Friday Discussion Day <i>Narrative of the Life of Frederick Douglass</i> <b>Weekly Response Due</b>
Week 7	Monday, Oct 9	Milestone documents: "To My Old Master" <i>Abraham Lincoln</i> , pages TBA
	Wednesday, Oct 11	<i>Abraham Lincoln</i> , pages TBA
	Friday, Oct 13	Friday Discussion Day <i>Abraham Lincoln</i> , pages TBA <b>Weekly Response Due</b>

Week 8	Monday, Oct 16	<b>Midterm Exam</b>
	Wednesday, Oct 18	Work on research papers
	Friday, Oct 20	No Class: Fall Break
Week 9	Monday, Oct 23	<i>The Fall of the House of Dixie</i>
	Wednesday, Oct 25	<i>The Fall of the House of Dixie</i>
	Friday, Oct 27	Friday Discussion Day <i>The Fall of the House of Dixie</i> (through first half) <b>Weekly Response Due</b>
Week 10	Monday, Oct 30	<i>The Fall of the House of Dixie</i>
	Wednesday, Nov 1	<i>The Fall of the House of Dixie</i>
	Friday, Nov 3	Friday Discussion Day <i>The Fall of the House of Dixie</i> (through the conclusion) <b>Weekly Response Due</b>
Week 11	Monday, Nov 6	<i>Proud Shoes</i> , Intro through Ch. 4
	Wednesday, Nov 8	<i>Proud Shoes</i> , through Ch. 8
	Friday, Nov 10	Friday Discussion Day <i>Proud Shoes</i> , through Ch. 12 <b>Weekly Response Due</b>
Week 12	Monday, Nov 13	<i>Proud Shoes</i> , through Ch. 16
	Wednesday, Nov 15	<i>Proud Shoes</i> , through Ch. 20
	Friday, Nov 17	Friday Discussion Day Milestone Documents <b>Weekly Response Due</b>
Week 13	Monday, Nov 20	Work on Research Papers
	Wednesday, Nov 22	Thanksgiving Break
	Friday, Nov 24	Thanksgiving Break

Week 14	Monday, Nov 27	Milestone Documents
	Wednesday, Nov 29	Milestone Documents
	Friday, Dec 1	Friday Discussion Day Milestone Documents <b>Weekly Response Due</b>
Week 15	Monday, Dec 4	Finish Research Paper
	Wednesday, Dec 6	Finish Research Paper
	Friday, Dec 8	<b>Research Paper Due</b>

**Final Exam:**  
**Monday, December 11, 1:30-4:00pm**