

HIS 3020: UNITED STATES HISTORY, 1815-1914

History & Political Science Department

Point Loma Nazarene University

4 Units

Spring 2020

Meeting days: TR

Meeting times: 10:00-11:45am

Meeting location: Colt 120

Final Exam: Tuesday, 10:30am-1:00pm

Professor: Dr. Kelli McCoy

Phone: 619-849-2438

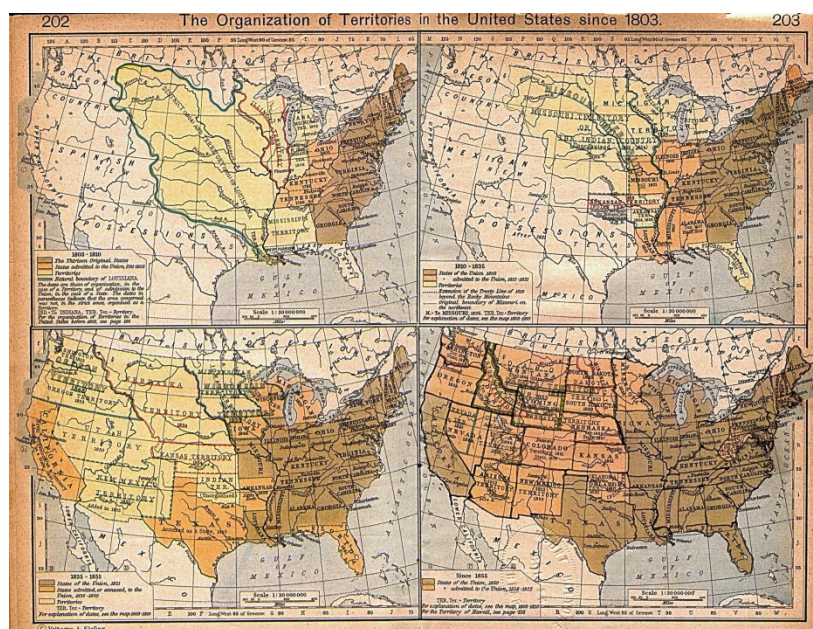
E-mail: KelliMccoy@pointloma.edu

Office: Colt 114

Office hours: Mon. 1:30-2:30, Tues. 1:30-3:30, Wed. 1:30-2:30, and 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, essays on exams, and Primary Source Discussion leadership.)
- 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*. (Any edition. Print version highly recommended, but also available for free online.)
- Jennifer Graber, *The Gods of Indian Country: Religion and the Struggle for the American West*
- James McPherson, *This Mighty Scourge: Perspectives on the Civil War*
- Pauli Murray, *Proud Shoes*
- Other readings will be accessed through Canvas

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:	
Reading Responses	10%	A=93-100	C=73-76.99
Participation	10%	A-=90-92.99	C-=70-72.99
Primary Source Discussion	10%	B+=87-89.99	D+=67-69.99
Research Paper Proposal	5%	B=83-86.99	D=63-66.99
Research Paper	20%	B-=80-82.99	D-=60-62.99
Midterm Exam:	20%	C+=77-79.99	F=0-59.99
Final Exam:	25%		

Reading Responses

These are a way of rewarding you for thinking thoughtfully and critically about the reading assignments and helping to prepare you for participation in class discussions. **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
- 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), and any online quizzes or discussions.

Group Primary Source Discussion

In a group of 3-4 students, you will select 3-4 primary sources that fit together and help us better understand the events we're studying. Your group will lead a discussion about the sources in class. You will explain the context and the authors of the sources, and then guide the class in reading/viewing and discussing them. The sources must fit together thematically and provide an opportunity for analysis and comparison, as well as deepening our understanding of 19th century events. More instructions will be given in class and on Canvas.

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 exams, unless you have contacted me in advance, in which case I *may* allow it depending on the circumstances. Late assignments 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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC),

located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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.

As it says in the Catalog, students are expected to do two hours of preparation for each hour spent in class. I have designed the readings and assignments with this in mind.

Please note: all communication outside of class will be sent to your PLNU e-mail account. It is absolutely necessary that you regularly check your email and Canvas for any announcements regarding this class.

CAMPUS RESOURCES

The **PLNU Tutorial Center** offers support with everything you need to succeed — whether it's learning test-taking techniques, getting help from a tutor, using technology to read and write, or editing a research paper. These services are **free** for PLNU undergraduate students. You must schedule appointments 24 hours in advance by phone, email, or in person. See more at <https://www.pointloma.edu/offices/tutorial-services>.

The Wellness Center is available for medical, counseling and nutrition services for undergraduate students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8

am-12:30 pm and 1:30-4 pm (check website first in case the hours change). They can be reached at sdwellnesscenter@pointloma.edu or at (619)849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619)849-2525. See more at <https://www.pointloma.edu/offices/wellness-center>.

Title IX at PLNU: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, you should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available at <https://www.pointloma.edu/title-ix>. PLNU's Title IX Coordinator is Dr. Caye Smith, Vice President for Student Development (619-849-2479, Room 303 Nicholson Commons). The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality and the information you share will result in a mandatory report to campus authorities. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).

COURSE OUTLINE

Reading and other assignments are **due** on the date listed

Week 1	Thursday, January 16	Introduction/ Syllabus
Week 2	Tuesday, January 21	<i>The Gods of Indian Country</i> : “A Note on Terms” and “Introduction” Begin finding a topic and sources for research paper
	Thursday, January 23	<i>The Gods of Indian Country</i> : “1803 to 1837” and “1838 to 1867” Reading Response Due
Week 3	Tuesday, January 28	<i>The Gods of Indian Country</i> : “1868 to 1872” and “1872 to 1875” <ul style="list-style-type: none"> • Remember to also be working on your research paper proposal. I encourage you to discuss it with me!
	Thursday, January 30	<i>The Gods of Indian Country</i> : “1875 to 1881” Reading Response Due
Week 4	Tuesday, February 4	<i>The Gods of Indian Country</i> : “1882 to 1892”
	Thursday, February 6	<i>The Gods of Indian Country</i> : “1893 to 1903” and “Epilogue” Reading Response Due
Week 5	Tuesday, February 11	Work on Research Paper Proposal
	Thursday, February 13	Research Paper Proposal Due
Week 6	Tuesday, February 18	<i>Narrative of the Life of Frederick Douglass</i> through Ch 3 In class: Group Primary Source Discussion (19 th century reform movements)
	Thursday, February 20	<i>Narrative of the Life of Frederick Douglass</i> through Ch 6 Reading Response Due
Week 7	Tuesday, February 25	<i>Narrative of the Life of Frederick Douglass</i> through Ch 9
	Thursday, February 27	<i>Narrative of the Life of Frederick Douglass</i> through the end (incl. appendix written by Douglass after Ch. 11) Reading Response Due

Week 8	Tuesday, March 3	Study for Midterm
	Thursday, March 5	Midterm Exam
Week 9	Tuesday, March 17	<i>This Mighty Scourge</i> : Preface, Ch. 1 and 2
	Thursday, March 19	<i>This Mighty Scourge</i> : Ch. 3-5 Reading Response Due
Week 10	Tuesday, March 24	<i>This Mighty Scourge</i> : Ch. 6-8 In class: Group Primary Source Discussion (westward movement)
	Thursday, March 26	<i>This Mighty Scourge</i> : Ch. 9-11 Reading Response Due
Week 11	Tuesday, March 31	<i>This Mighty Scourge</i> : Ch. 12-14
	Thursday, April 2	<i>This Mighty Scourge</i> : Ch. 15 and 16 Reading Response Due
Week 12	Tuesday, April 7	<i>Proud Shoes</i> , Intro through Ch. 4 In class: Group Primary Source Discussion (immigration)
	Thursday, April 9	No Class for Easter Break
Week 13	Tuesday, April 14	<i>Proud Shoes</i> , through Ch. 12 In class: Group Primary Source Discussion (Gilded Age)
	Thursday, April 16	<i>Proud Shoes</i> , through Ch. 16 Reading Response Due
Week 14	Tuesday, April 21	Work on Research Papers
	Thursday, April 23	No class while Dr. McCoy is at a conference. Work on research papers.
Week 15	Tuesday, April 28	Finish Research Paper
	Thursday, April 30	Research Paper Due

Final Exam: Tuesday, 10:30am-1:00pm