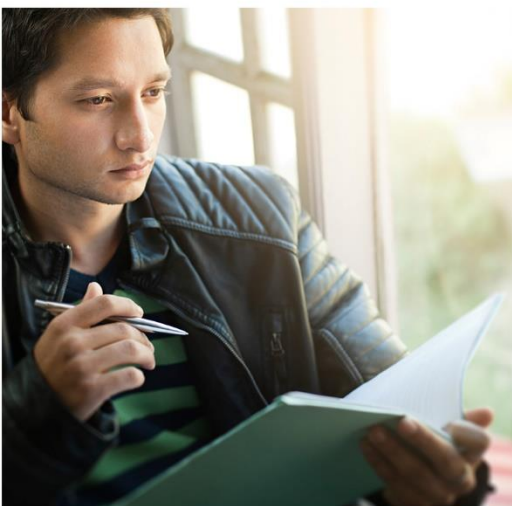
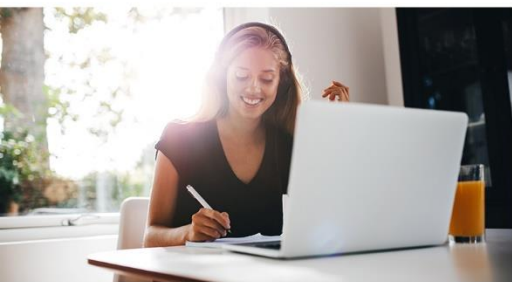
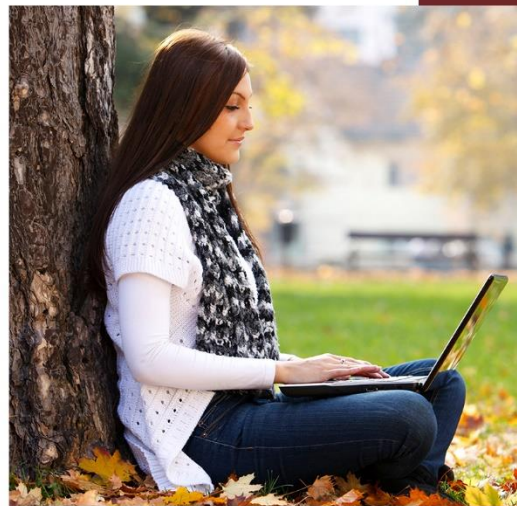
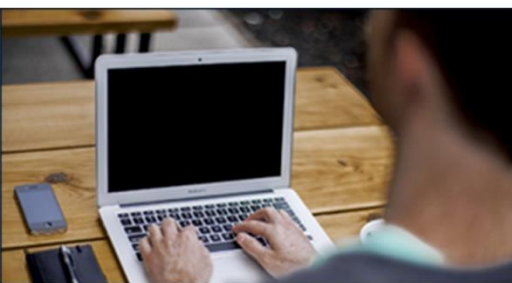
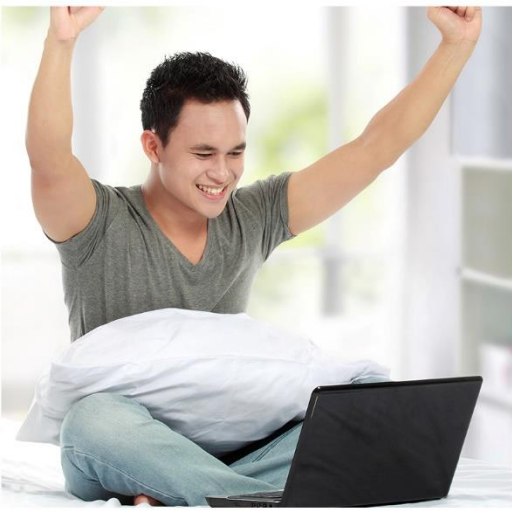


SYLLABUS



HIST 205 American Experience II
Fall 2020

HIST 205 American Experience II

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.

Required Text/Material

Norton, M.B., Kamensky, J., Sheriff, C., Blight, D.W., Chudacoff, H.P., Vogevall, F., and Bailey, B. (2015) *A People and a Nation, Volume II: Since 1865*, 10th edition. Stanford, CT: Cengage. ISBN# 978-1285425894.

Brown, V.B. and Shannon, T.J. (2016) *Going to the Source, Volume II: Since 1865: The Bedford Reader in American History*. 4th edition. Boston, MA: Bedford St. Martin's. ISBN# 978-1319027506.

Other readings as assigned.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 [total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, writing papers, accessing instructional materials, interacting with your instructor and classmates, and completing quizzes.

A recommended weekly schedule to divide your time is provided:

Readings: 3 hours
Lectures: 3 hours
Interactive Discussions: 1 hour
Quizzes: 1 hour
Exams: 2 hours
Writing assignments: 1 hour

Institutional Outcomes:

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

Student Learning Outcomes

After completing this course, students should be able to:

1. Demonstrate survey knowledge of principle events, people, religious movements, and historical themes in American history from Reconstruction to present.
2. Engage in thoughtful analysis of historical questions through the use of primary documents.
3. Apply knowledge of the past to better understand the present.
4. Consider connections, similarities, and differences between people across time and space.
5. Think more critically about their lives and the experiences of those around them.
6. Present their original ideas through the use of technology and text

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, PowerPoint presentations, short essays and reflections on the reading, quizzes on the readings, primary source analysis, interactions with the instructor via discussion blogs, and three exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Quizzes (10% of course grade):

Quizzes will be given after each numbered section of the course (roughly at the end of each week). Quizzes will count for 10 percent toward your final grade.

Writing Assignments (15% of course grade):

Each student will write three short document-based papers. The purpose of each writing assignment is to give students an opportunity to work with historical documents and to analyze history. Students should analyze their documents to answer several questions - of foremost interest: what do the documents tell us about the United States at that time?

Each paper should be typed, double-spaced, and spell-checked. In addition, papers should be clear, coherent, and precise as possible. Generally, that does not mean that the rough/first draft is also the final draft of the paper. Bibliographic and citation references should follow standard historical practice. Several examples are placed on the class site; for a complete manual, see the latest editions of *The Chicago Manual of Style* or K. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Exams (40% of course grade):

Two exams will be required (Exam #1 after modules 1-5; Exam #2 after modules 6-10). Each will count for 20 percent of your total course grade. Exams will include, but are not limited to, a combination of multiple choice, identifications, short answer, and essay questions.

Discussion Forums (15% of course grade):

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Discussion blogs will be posted at random intervals and students will compose thoughtful, clear, and concise answers to questions based on primary-source readings from *Going to the Source*. To complete each discussion post with the documents from *Going to the Source*, it is helpful to use the Source Analysis Table from each chapter. This allows students to examine and unpack each document and record significance and common themes.

Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. Discussion blogs will count for 15 percent of your total grade.

Rubrics**Writing Assignment Grading Rubric**

Criteria	Exceptional 90-100%	Very Good 80-89%	Acceptable 70-79%	Needs Improvement 60-69%	No Submission or Academic Dishonesty 0%
Quality	Superb analysis of primary sources with significance to US history; well-written; proper citations	Attempt at analysis of primary sources; proper citations, thesis not as clear	Summary of documents, no analysis; proper citations	Does not meet page and/or document requirement; no analysis; citations	No citations; plagiarism; no submission

Discussion Forum Grading Rubric

Criteria	Exceptional 90-100%	Very Good 80-89%	Acceptable 70-79%	Needs Improvement 65-69%	Incorrect Submission 60%	No Submission or Academic Dishonesty 0%
Quality	Answered question asked with introduction, clearly stated thesis, corresponding examples and detail, and conclusion that includes significance in US History	Answers question asked with an attempted thesis statement, some examples and detail, and conclusion that tries to include significance in US History	Answers question asked with a summarized, briefly stated answer; little attention to detail, and no analysis of significance in US History	Restates question asked, but does not include any additional detail or examples	Student chooses not to answer question correctly	Student copies answers from internet and/or textbook Or does not submit blog

Exams

There are three exams in this course. Exam 1 covers material from Chapters 14-17 & 19 and is made up of multiple-choice and one essay question and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. Exam 2 covers material from Chapters 18 & 20-23 and is made up of multiple-choice and one essay question and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. The final exam covers material from Chapters 24-28, is made up of multiple-choice, essay and one comprehensive analytical question, and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. All exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24-27	Reconstruction & the New South	Norton: Chapter 14 Brown & Shannon: Chapter 1 PowerPoint Presentation	Quiz #1 Discussion Post #1 Due Thurs, Sept 3, 11:55pm	SLO1, SLO3, SLO4, SLO5, & SLO6
2 Aug 28 – Sept 3	The Ecology & New Frontier of the West	Norton: Chapter 15 Brown & Shannon: Chapter 2 PowerPoint Presentation	Quiz #2 Discussion Post #2	SLO1, SLO2, SLO3, SLO4, SLO5, & SLO6
3 Sept 4-10	The Machine Age: Building Factories, Building Cities, 1877-1900	Norton: Chapter 16 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #3 Discussion Post #3 Paper Assignment #1	SLO1, SLO3, SLO4, SLO5, & SLO6
4 Sept 11-17	Gilded Age Politics, Imperialism & Agrarian Reform	Norton: Chapters 17 & 19 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #4 Discussion Post #4	SLO1, SLO3, SLO4, SLO5, & SLO6
5 Sept 18-24	Exam # 1 (modules 1 -4)			SLO1 & SLO4
6 Sept 24 – Oct 1	The Progressive Era	Norton: Chapter 18 Brown & Shannon: Chapter 5 PowerPoint Presentation	Quiz #5 Discussion Post #5	SLO1, SLO3, SLO4, SLO5, & SLO6
7 Oct 2-8	The Great War	Norton: Chapter 20 Brown & Shannon: Chapter 7 PowerPoint Presentation	Quiz #6 Paper #2	SLO1, SLO3, SLO4, SLO5, & SLO6
8 Oct 9-15	The New Era: The 1920's	Norton: Chapter 21 Brown & Shannon: Chapter 6 PowerPoint Presentation	Quiz #7 Discussion Post #6	SLO1, SLO2, SLO3, SLO4, SLO5, & SLO6
9 Oct 16-22	The Great Depression and the New Deal	Norton: Chapter 22 Brown & Shannon: Chapter 8 PowerPoint Presentation	Quiz #8 Discussion Post #7	SLO1, SLO3, SLO4, SLO5, & SLO6
10 Oct 23-29	World War II at Home and Abroad	Norton: Chapter 23 Brown & Shannon: Chapter 9 PowerPoint Presentation	Quiz #9 Discussion Post #8	SLO1, SLO3, SLO4, SLO5, & SLO6
11 Oct 30 – Nov 5	Exam #2 (Modules 5-9)			SLO1 & SLO4
12 Nov 6-12	Post-War, Cold War, and America at Mid Century	Norton: Chapters 24 & 25 PowerPoint Presentation	Quiz #10 Discussion Post #9	SLO1, SLO2, SLO3, SLO4, SLO5, & SLO6
13 Nov 13-19	The 1960s, 1960-1968	Norton: Chapters 26 Brown & Shannon: Chapters 10 & 11 PowerPoint Presentation	Quiz #11 Discussion Post #10	SLO1, SLO3, SLO4, SLO5, & SLO6

Week	Lessons	Readings	Assignments	Outcomes Met
14 Nov 20-26 (Thanksgiving)	A Pivotal Era, 1969-1980	Norton: Chapters 27 Brown & Shannon: Chapter 12 PowerPoint Presentation	Quiz #12 Paper #3 Due Friday, Nov 27, 5:00 pm	SLO1, SLO2, SLO3, SLO4, SLO5, & SLO6
15 Nov 27 – Dec 3	Conservatism Revived	Norton: Chapters 28 Brown & Shannon: Chapter 13 PowerPoint Presentation	Quiz # 13 Discussion Post #11	SLO1, SLO3, SLO4, SLO5, & SLO6
16 Dec 4-10	FINAL EXAM (Modules 10 – 13) Plus one comprehensive question (must be completed by Wednesday, December 9, 2020, 11:59 pm)			SLO1 and SLO4

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10	Quizzes
15	Discussion Forums
15	Writing Assignments
40	Exam #1 and #2
20	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.