

# Andrews University

**HIST 204-001  
AMERICAN EXPERIENCE I  
FALL SEMESTER 2015  
BULLER 207  
MW 12:30 PM– 1:45 PM  
CREDITS: 3.0**

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Instructor: Stephanie A. Carpenter, PhD  
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Email: carpenter@andrews.edu  
Office location: Buller 126  
Office hours: MW 9:00 am-12:00 pm

**Course Description:** A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. Prerequisite: n/a.

**Course Materials:**

Norton, Mary Beth et al. *A People and a Nation, Volume I: to 1877*, 10th edition. Cengage, 2015. ISBN 9781285430829 OR if you are concerned about cost, the same text is part of Cengage Advantage Books, ISBN 9781285425887.

Brown, Victoria B and Timothy J. Shannon. *Going to the Source, Volume I: To 1877: The Bedford Reader in American History*. 3rd edition. Bedford St. Martin's, 2012. ISBN 978-0312652784.

Other readings as assigned.

**Course Outline:** **Syllabus subject to change.** The information included below is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary. Adjustments made will be based on reasonable discretion and consistent with fundamental fairness.

1. **Collision of Cultures: Native Americans/Europeans in conquest, conflict, & change**  
Norton et al., chapter 1; Shannon/Brown, chapters 1 and 2; others as assigned
2. **Europeans colonize the New World**  
Norton et al., chapter 2; Shannon/Brown chapter 2; other assigned readings
3. **The Colonial World: Becoming America**  
Norton et al., chapters 3 and 4; Shannon/Brown, chapters 3 and 4; other assigned readings
4. **Road to Revolution: The Ends of Empire**  
Norton et al., chapter 5; Shannon/Brown, chapter 5; other assigned readings
5. **American Revolution: from declaration to peace**  
Norton et al., chapter 6; Shannon/Brown, chapter 6; other assigned readings

**9/23/2015**

**EXAM 1**

**Readings from topics 1-5**

6. **Forging a Nation**

Norton et al., chapter 7; Shannon/Brown, chapter 7; other assigned readings

7. **The New Nation**

Norton et al., chapter 8; Shannon/Brown, chapter 8; other assigned readings

8. **The South**

Norton et al., chapter 9; Shannon/Brown, chapter 9; other assigned readings

9. **The North**

Norton et al., chapter 10; other assigned readings

**10/28/2015**

**EXAM 2**

**Readings from topics 6-9**

10. **The West**

Norton et al., chapter 11; other assigned readings

11. **Politics and the Union: Slavery and the Future**

Norton et al., chapter 12; other assigned readings

12. **The Civil War**

Norton et al., chapter 13; Shannon/Brown, chapter 12; other assigned readings

13. **Reconstruction and new directions after 1865**

Norton et al., chapter 14; Shannon/Brown, chapter 13; other assigned readings

**12/7/2015**

**FINAL EXAM**

**Monday, 1:30-3:30 pm**

The Final Exam will be given during the scheduled exam time. No exceptions. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time. All hourly exam make-ups will be given immediately following the final exam.

**Course Objectives:**

The student should be able to:

1. demonstrate a survey knowledge of American history through discussion, exams, and paper;
2. engage in independent thought, analysis, and evaluation;
3. use primary sources to examine history;
4. present research effectively in oral and written communications.

**Grading:** Grades will follow the A-B-C-D-F (100-90-80-70-60) scale and will not be curved. Passing grade in this course is 60 percent (D). Students must complete all components of the course to receive a passing grade.

**Course Requirements:**

Discussion: students will analyze historical documents and present that analysis in class discussion and one oral presentation; 10 percent of course grade.

Exams: two hourly exams will be required for the course; each will count 25 percent of course grade. Exams will include identifications, short answer, and essay questions. First hourly exam will be given 23 September 2015 and the second 28 October 2015. Make-ups will be given following the final exam.

Paper: a 5-8 page writing assignment is assigned for the course; assignment instructions and requirements will be posted on Moodle. This assignment will constitute 15 percent of final grade and include a thesis/argument statement, bibliography, and final draft of assignment. Students must turn in all components to receive a passing grade in the course. Conferences will be held to discuss possible paper topics and to give assistance with finding sources, constructing an argument, and analyzing sources. Thesis statement and Bibliography due 21 October 2015; and final assignment due 23 November 2015; NO LATE PAPERS will be accepted or graded.

This writing assignment gives students an opportunity to analyze American history from the 1500s to 1865 by working with historical documents. Students will analyze at least five primary documents to answer several questions—of foremost interest: what do the documents tell us about the United States at that time. To complete the assignment it will be necessary to examine primary documents and consult secondary materials to qualify conclusions. It is imperative to choose a topic that interests you and that material is available. Secondary material would be used to support any argument made or conclusion drawn. I am available to assist with the location of primary sources and conferences will be held to discuss paper topics and research one-on-one. Secondary sources used to verify primary sources may be used, but the paper should be based on primary sources. The final paper should be 5-8 pages, 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. For samples see the latest editions of *The Chicago Manual of Style* or K. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Final exam: will be given during the scheduled exam time, Monday, December 7, 2015 at 1:30-3:30 pm, NO exceptions. The final will be 25 percent of course grade. "Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time."

**Attendance Policy:** Attendance is required. Unexcused absences will affect grade—4 will reduce student grade one letter; 8 will result in automatic failure. The use of cell phones in class is prohibited. If students are asked to turn off phone and/or stop texting, they will be marked ABSENT for that class period.

### **Class Policies:**

**Student Responsibility:** Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

**Professionalism:** To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness; is disruptive and disrespectful to the class and instructor.
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

**Additional Policies:** CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

### **Disability Accommodations:**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Academic Integrity:**

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying or presenting falsified documents
- Plagiarizing
- Misusing copyrighted material and/or violating licensing agreements
- Using media from any source or device including the internet in ways that mislead, deceive, or defraud
- Presenting another person's work as one's own
- Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Obtaining information from another student or any other source during a regular or take home test or quiz
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials"

### **Emergency Protocol:**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.