AU: HIST 204 American Experience I
Summer 2019
Self-Paced Courses
This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact
Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:aderegister@andrews.edu">aderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Description
Andrews University
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.

Course 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 European contact to Reconstruction;
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.

Required Text/Material

Other readings as assigned.

**NOTE:** Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Credit Hour and Commitment**
*About 3 hours/day not including Sabbath.* This courses is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 16 weeks; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework. If this is unacceptable for any reason, please reconsider your enrollment in this class.

**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.

**Course/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 activate online here:

https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

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:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

**Your Schedule**
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced but with four specific dates: start date, midterm date, final date and completion date.
Assessment Descriptions

Quizzes (10 percent of course grade):
Quizzes will be given after each numbered section of the course (roughly at the end of each week). Ten quizzes will count for 10 percent toward your final grade (12-13 quizzes will be posted; lowest grades will be dropped).

Discussion Blogs (15 percent of course grade):
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 and other reading. Discussion blogs will count for 15 percent of your total grade.

Writing Assignments (15 percent 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 percent of course grade):
Two exams will be required (Exam #1 after modules 1-5; Exam #2 after modules 6-9). 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.

Final Exam (20 percent of course grade):
The final will follow similar format to the previous exams and cover modules 10-13. One comprehensive question will be asked.

Rubrics

Writing Assignment Grading Rubric

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

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

Exams

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor’s full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| Intro   | Introduction & Orientation | Orientation  
Writing Expectations | Schedule, Introduction, and Academic Honesty |
| 1 May 13-19 | Three Worlds Collide and Create a New, 1492-1600 | Norton et al., *A People and a Nation*, chapter 1  
Brown & Shannon, *Going to the Source*, chapter 1  
Video: People, Germs and Food in Colonial Americas | Quiz #1  
Discussion Blog #1 | CO1, CO2, CO4, and CO6 |
| 2 | Europeans Colonize North America, 1600-1650 | Norton et al., *A People and a Nation*, chapter 2  
Brown & Shannon, *Going to the Source*, chapter 2  
PowerPoint lecture: Europeans Colonize North America, 1600-1650  
http://nationalhumanitiescenter.org/tserve/nattrans/ntcoindian/essays/pleistocene.htm  
http://nationalhumanitiescenter.org/tserve/nattrans/ntuseland/essays/threeworlds.htm  
http://www.learnnc.org/lp/editions/nchist-colonial/9027  
http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf (Look specifically at the quotes from native Americans.)  
http://archive.adl.org/education/curriculum_connections/na_quotes.html | Quiz #2  
Discussion Blog #2 | CO1, CO2, CO4, and CO6 |
| 3 | North America, the Atlantic, and the Colonial World: Becoming America, 1650-1760 | Norton et al., *A People and a Nation*, chaps 3 & 4  
Brown & Shannon, *Going to the Source*, chaps 3 & 4 | Quiz #3  
Discussion Blog #3 | CO1, CO2, CO3, and CO6 |
| 4 | The Ends of Empire, 1754-1774 | Norton et al., *A People and a Nation*, chapter 5  
Brown & Shannon, *Going to the Source*, chapter 5  
Video: American Revolution | Quiz #4  
Paper Assignment #1 | CO1, CO2, CO4, and CO6 |
| 5 | American Revolutions, 1775-1783 | Norton et al., *A People and a Nation*, chapter 6  
Brown & Shannon, *Going to the Source*, chapter 5  
Discussion Blog #4 | CO1, CO2, CO3, CO4, and CO6 |
| 6 | EXAM 1: Modules 1-5 |
| 7 | Forging a Nation, 1783-1800 | Norton et al., *A People and a Nation*, chapter 7  
Brown & Shannon, *Going to the Source*, chapter 7  
Video: Independence | Quiz #6  
Discussion Blog #5 | CO1, CO2, and CO6 |
| 8 Jun 16-20 | Defining the Nation, 1801-1823 | Norton et al., *A People and a Nation*, chapter 8  
Brown & Shannon, *Going to the Source*, chapter 8 | Quiz #7  
Discussion Blog #6 | CO1, CO2, CO4, and CO6 |
| 9 | The Rise of the South, 1815-1860 | Norton et al., *A People and a Nation*, chapter 9  
Brown & Shannon, *Going to the Source*, chaps 9 & 10  
Videos: Old Slave Mart; Slavery and Religion | Quiz #8  
Paper Assignment #2 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 10 | The Restless North, 1815-1860 | Norton et al., *A People and a Nation*, chapter 10  
Brown & Shannon, *Going to the Source*, chap 10  
Video: Against the Grain | Quiz #9  
Discussion Blog #7 | CO1, CO2, CO3, CO4, CO5, and CO6 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| 11      |         | Norton et al., *A People and a Nation*, chapter 11  
Brown & Shannon, *Going to the Source*, chap 11  
PowerPoint Lecture: The West  
Websites: [http://www.sfmuseum.net/hist6/grush.html](http://www.sfmuseum.net/hist6/grush.html)  
[http://www.sfmuseum.net/hist2/gold.html](http://www.sfmuseum.net/hist2/gold.html)  
[http://www.sfmuseum.net/hist2/gold2.html](http://www.sfmuseum.net/hist2/gold2.html)  
[http://www.sfmuseum.net/hist6/shermgold.html](http://www.sfmuseum.net/hist6/shermgold.html)  
[http://www.sfmuseum.net/hist7/tencom.html](http://www.sfmuseum.net/hist7/tencom.html)  
Video: California Gold Rush | Quiz #10  
Discussion Blog #8 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 12      | The Contested West, 1815-1860 | Norton et al., *A People and a Nation*, chapter 12  
Brown & Shannon, *Going to the Source*, chap 11  
Video: A Wicked War | Quiz #11  
Discussion Blog #9 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 13      | Politics and the Fate of the Union, 1824-1859 | Norton et al., *A People and a Nation*, chapter 13  
Brown & Shannon, *Going to the Source*, chap 12  
PowerPoint Lecture: Civil War  
Video: Capital Dames | Quiz #12  
Paper #3 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 14      | Transforming Fire: The Civil War, 1860-1865 | Norton et al., *A People and a Nation*, chapter 14  
Brown & Shannon, *Going to the Source*, chap 13  
Video: Capital Dames | Quiz #13  
Discussion Blog #10 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 15      | Reconstruction and beyond, post 1865 | Norton et al., *A People and a Nation*, chapter 15  
Brown & Shannon, *Going to the Source*, chap 14  
Brown & Shannon, *Going to the Source*, chap 13 | Quiz #13  
Discussion Blog #10 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 16      | Jul 28 – Aug 1 | **FINAL EXAM**  
Chapters 10 – 14  
*(Final Exam needs to be due by Thursday, August 1, 11:59 pm)* | | |

**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.
Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Quizzes</td>
</tr>
<tr>
<td>15</td>
<td>Discussion Blogs</td>
</tr>
<tr>
<td>15</td>
<td>Writing Assignments</td>
</tr>
<tr>
<td>40</td>
<td>Exam #1 and #2</td>
</tr>
<tr>
<td>20</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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</tbody>
</table>

Viewing Grades in Learning Hub
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

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.

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/
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.

**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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.