

**CONSORTIUM**  
*of Adventist Colleges & Universities*



# SYLLABUS

**AU: HIST 204 American Experience I**  
**Summer 2018**

# AU: HIST 204 American Experience I

## Consortium of Adventist Colleges and Universities

### 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

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

## 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

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 I to 1877*, 10<sup>th</sup> edition. Cengage Advantage Books. Stanford, CT: Cengage. ISBN# 978-1285425887.

Brown, V.B. and Shannon, T.J. (2016) *Going to the Source, Volume I: To 1877: The Bedford Reader in American History*. 4th edition. Boston, MA: Bedford St. Martin's. ISBN# 978-1319027490.

Other readings as assigned.

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email [sdestudents@andrews.edu](mailto: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 course 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](mailto: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](mailto: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

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 Blog Grading Rubric**

Criteria	Exceptional 90-100%	Very Good 80-89%	Acceptable 70-79%	Needs Improvement 65-69%	Incorrect Submission (does not answer the questions asked) 60%	No submission or Academic Dishonesty 0%
Quality	Answered question with introduction, clearly stated thesis, corresponding examples and detail, conclusion that includes significance in US History	Answers question with an attempted thesis statement, some examples and detail, conclusion includes some 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

**Exams**

You are allowed 150 minutes to complete all three exams. You must bring your photo ID to the exams. **NO** resources are allowed during the exams.

Please review the [current policy on approved proctors](#) before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student. Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions. Bring an official photo ID to show the proctor at the start of the exam.

The exam request form will available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office—with the exam request sent in ahead of time. If you cannot take your exam within the period noted in the email regarding exam arrangements, email [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor will provide information for studying for future exams. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.

**Schedule with start, midterm, final and completion dates in RED.**

Modules	Lessons	Readings	Assignments	Couse Objectives Met
Intro	Introduction & Orientation	Orientation Writing Expectations	Schedule, Introduction, and Academic Honesty	
1 May 14-20	Three Worlds Collide and Create a New, 1492-1600	Norton et al., <i>A People and a Nation</i> , chapter 1 Brown & Shannon, <i>Going to the Source</i> , 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., <i>A People and a Nation</i> , chapter 2 Brown & Shannon, <i>Going to the Source</i> , chapter 2  PowerPoint lecture: Europeans Colonize North America, 1600-1650  <a href="http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/pleistocene.htm">http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/pleistocene.htm</a> <a href="http://nationalhumanitiescenter.org/tserve/nattrans/ntuseland/essays/threeworlds.htm">http://nationalhumanitiescenter.org/tserve/nattrans/ntuseland/essays/threeworlds.htm</a> <a href="http://www.learnnc.org/lp/editions/nchist-colonial/2027">http://www.learnnc.org/lp/editions/nchist-colonial/2027</a> <a href="http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf">http://nationalhumanitiescenter.org/pds/becomingamer/growth/text7/indianlands.pdf</a> (Look specifically at the quotes from native Americans.) <a href="http://archive.adl.org/education/curriculum_connections/na_quotes.html">http://archive.adl.org/education/curriculum_connections/na_quotes.html</a>	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., <i>A People and a Nation</i> , chaps 3 & 4 Brown & Shannon, <i>Going to the Source</i> , chaps 3 & 4	Quiz #3 Discussion Blog #3	CO1, CO2, CO3, and CO6
4	The Ends of Empire, 1754-1774	Norton et al., <i>A People and a Nation</i> , chapter 5 Brown & Shannon, <i>Going to the Source</i> , chapter 5 Video: American Revolution	Quiz #4 Paper Assignment #1	CO1, CO2, CO4, and CO6
5	American Revolutions, 1775-1783	Norton et al., <i>A People and a Nation</i> , chapter 6 Brown & Shannon, <i>Going to the Source</i> , chapter 5 Videos: American Revolution; Bunker Hill: The City, The Siege, The Revolution	Quiz #5 Discussion Blog #4	CO1, CO2, CO3, CO4, and CO6
6	<b>EXAM 1: Modules 1-5</b>			
7	Forging a Nation, 1783-1800	Norton et al., <i>A People and a Nation</i> , chapter 7 Brown & Shannon, <i>Going to the Source</i> , chapter 7 Video: Independence	Quiz #6 Discussion Blog #5	CO1, CO2, and CO6
8 June 17-21	Defining the Nation, 1801-1823	Norton et al., <i>A People and a Nation</i> , chapter 8 Brown & Shannon, <i>Going to the Source</i> , chapter 8	Quiz #7 Discussion Blog #6	CO1, CO2, CO4, and CO6
9	The Rise of the South, 1815-1860	Norton et al., <i>A People and a Nation</i> , chapter 9 Brown & Shannon, <i>Going to the Source</i> , chaps 9 & 10 Videos: Old Slave Mart; Slavery and Religion	Quiz #8 Paper Assignment #2	CO1, CO2, CO3, CO4, CO5, and CO6

Modules	Lessons	Readings	Assignments	Couse Objectives Met
10	The Restless North, 1815-1860	Norton et al., <i>A People and a Nation</i> , chapter 10 Brown & Shannon, <i>Going to the Source</i> , chap 10 Video: Against the Grain	Quiz #9 Discussion Blog #7	CO1, CO2, CO3, CO4, CO5, and CO6
11	<b>Exam 2: Modules 6-9</b>			
12	The Contested West, 1815-1860	Norton et al., <i>A People and a Nation</i> , chapter 11 Brown & Shannon, <i>Going to the Source</i> , chap 11 PowerPoint Lecture: The West Websites: <a href="http://www.sfmuseum.net/hist6/grush.html">http://www.sfmuseum.net/hist6/grush.html</a> <a href="http://www.sfmuseum.net/hist6/star.html">http://www.sfmuseum.net/hist6/star.html</a> <a href="http://www.sfmuseum.net/hist2/gold.html">http://www.sfmuseum.net/hist2/gold.html</a> <a href="http://www.sfmuseum.net/hist6/masonrpt.html">http://www.sfmuseum.net/hist6/masonrpt.html</a> <a href="http://www.sfmuseum.net/hist2/gold2.html">http://www.sfmuseum.net/hist2/gold2.html</a> <a href="http://www.sfmuseum.net/hist6/shermgold.html">http://www.sfmuseum.net/hist6/shermgold.html</a> <a href="http://www.sfmuseum.net/hist6/larkin.html">http://www.sfmuseum.net/hist6/larkin.html</a> <a href="http://www.sfmuseum.net/hist7/tencom.html">http://www.sfmuseum.net/hist7/tencom.html</a> Video: California Gold Rush	Quiz #10 Discussion Blog #8	CO1, CO2, CO3, CO4, CO5, and CO6
13	Politics and the Fate of the Union, 1824-1859	Norton et al., <i>A People and a Nation</i> , chapter 12 Brown & Shannon, <i>Going to the Source</i> , chap 11 Video: A Wicked War	Quiz #11 Discussion Blog #9	CO1, CO2, CO3, CO4, CO5, and CO6
14	Transforming Fire: The Civil War, 1860-1865	Norton et al., <i>A People and a Nation</i> , chapter 13 Brown & Shannon, <i>Going to the Source</i> , chap 12 PowerPoint Lecture: Civil War Abolition: Narrative of the Life of Frederick Douglass, American Slave. By Frederick Douglass, 1845. <a href="https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf">https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf</a> Suffrage: Letters on the Equality of the Sexes, and the Condition of Woman. By Sarah Grimke, 1838. Source found on Google books: <a href="https://books.google.com/books?id=6woLbHT6EioC&amp;pg=PA3&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=6woLbHT6EioC&amp;pg=PA3&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false</a> Video: Capital Dames	Quiz #12 Paper #3	CO1, CO2, CO3, CO4, CO5, and CO6
15	Reconstruction and beyond, post 1865	Norton et al., <i>A People and a Nation</i> , chapter 14 Brown & Shannon, <i>Going to the Source</i> , chaps 13	Quiz # 13 Discussion Blog #10	CO1, CO2, CO3, CO4, CO5, and CO6
16 July 29- August 2	<b>FINAL EXAM</b> <b>(Final Exam needs to be completed by Thursday, August 2, 11:59 pm)</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

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

### 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

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 <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/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.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](mailto:success@andrews.edu) or fax it to 269-471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.