AU: HIST 205 American Experience II
OU: HI 212 United States History II
WAU: HIST 276 United States History II: Gilded Age to Globalization
Self-Paced Courses
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

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>Email</th>
<th>Phone</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:sderegister@andrews.edu">sderegister@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 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.

Oakwood University
A survey of modernizing, pluralist American society and America in the international community, 1877 to the present.

Washington Adventist University
The political, social, constitutional and cultural development of the United States from the close of the Reconstruction era to the present.
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 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

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 8 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 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 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: 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. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions
Quizzes and Discussion Blogs (25% 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.

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. Discussion blogs will count for 15 percent of your total 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.

**Final Exam (20% of course grade):**
The final will follow similar format to the previous exams and cover modules 11-14. 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; 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 60%</th>
<th>No Submission or Academic Dishonesty 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Answered question asked with introduction, clearly stated thesis, corresponding examples and detail, and conclusion that includes significance in US History</td>
<td>Answers question asked with an attempted thesis statement, some examples and detail, and conclusion that tries to include 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 Or does not submit blog</td>
</tr>
</tbody>
</table>
**Exams**

All exams in this course require proctoring. To ensure the registered student is taking the exam, a photo ID must be shown at the start of each exam session.

If living near Berrien Springs, exams must be taken in the School of Distance Education Testing Center, on the Andrews University main campus. If you live anywhere outside of the United States, exams are proctored online through this 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 using our online calendar, using the link provided in the exam request form.

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. The proctor’s full name, position/title, employer name, phone and email, must be filled in on the exam request form when arranging local proctoring, so gather this information before clicking into the exam request form.

The exam request form, link in your course space, should be completed two weeks before each exam deadline to allow adequate time for proctor approval and scheduling proctored exam sessions.

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.

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](http://www.andrews.edu/distance/students/exams.html)
## Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation &amp; Expectations</td>
<td>Schedule, Introduction, and Academic Honesty</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
</tbody>
</table>
| 1       | 1. Reconstruction & the New South | Norton: Chapter 14  
Brown & Shannon: Chapter 1  
PowerPoint Presentation | Quiz #1  
Discussion Blog #1 | CO1, CO3, CO4, CO5, and CO6 |
|         | 2. The Ecology & New Frontier of the West | Norton: Chapter 15  
Brown & Shannon: Chapter 2  
PowerPoint Presentation | Quiz #2  
Discussion Blog #2 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 2       | 3. The Machine Age: Building Factories, Building Cities, 1877-1900 | Norton: Chapter 16  
Brown & Shannon: Chapters 3 & 4  
PowerPoint Presentation | Quiz #3  
Discussion Blog #3  
Paper Assignment #1 | CO1, CO3, CO4, CO5, and CO6 |
|         | 4. Gilded Age Politics, Imperialism & Agrarian Reform | Norton: Chapters 17 & 19  
Brown & Shannon: Chapters 3 & 4  
PowerPoint Presentation | Quiz #4  
Discussion Blog #4 | CO1, CO3, CO4, CO5, and CO6 |
|         | **EXAM #1 Modules 1-4** | | | CO1 and CO4 |
| 3       | 5. The Progressive Era | Norton: Chapter 18  
Brown & Shannon: Chapter 5  
PowerPoint Presentation | Quiz #5  
Discussion Blog #5 | CO1, CO3, CO4, CO5, and CO6 |
|         | 6. The Great War | Norton: Chapter 20  
Brown & Shannon: Chapter 7  
PowerPoint Presentation | Quiz #6  
Paper #2 | CO1, CO3, CO4, CO5, and CO6 |
|         | 7. The New Era: The 1920’s | Norton: Chapter 21  
Brown & Shannon: Chapter 6  
PowerPoint Presentation | Quiz #7  
Discussion Blog #6 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 5       | 8. The Great Depression and the New Deal | Norton: Chapter 22  
Brown & Shannon: Chapter 8  
PowerPoint Presentation | Quiz #8  
Discussion Blog #7 | CO1, CO3, CO4, CO5, and CO6 |
|         | 9. World War II at Home and Abroad | Norton: Chapter 23  
Brown & Shannon: Chapter 9  
PowerPoint Presentation | Quiz #9  
Discussion Blog #8 | CO1, CO3, CO4, CO5, and CO6 |
|         | **EXAM #2 on Modules 5-9** | | | CO1 and CO4 |
| 6       | 10. Post-War, Cold War, and America at Mid Century | Norton: Chapters 24 & 25  
PowerPoint Presentation | Quiz #10  
Discussion Blog #9 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 7       | 11. The 1960s, 1960-1968 | Norton: Chapters 26  
Brown & Shannon: Chapters 10 & 11  
PowerPoint Presentation | Quiz #11  
Discussion Blog #10 | CO1, CO3, CO4, CO5, and CO6 |
Brown & Shannon: Chapter 12  
PowerPoint Presentation | Quiz #12  
Paper #3 | CO1, CO2, CO3, CO4, CO5, and CO6 |
| 8       | 13. Conservatism Revived | Norton: Chapters 28  
Brown & Shannon: Chapter 13  
PowerPoint Presentation | Quiz #13  
Discussion Blog #11 | CO1, CO3, CO4, CO5, and CO6 |
|         | **FINAL EXAM on Modules 10-13 plus one comprehensive question** | | | CO1 and CO4 |
### Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
<tbody>
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<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation &amp; Expectations</td>
<td>Schedule, Introduction, and Academic Honesty</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>1</td>
<td>Reconstruction &amp; the New South</td>
<td>Norton: Chapter 14 Brown &amp; Shannon: Chapter 1 PowerPoint Presentation</td>
<td>Quiz #1 Discussion Blog #1</td>
<td>CO1, CO2, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>2</td>
<td>The Ecology &amp; New Frontier of the West</td>
<td>Norton: Chapter 15 Brown &amp; Shannon: Chapter 2 PowerPoint Presentation</td>
<td>Quiz #2 Discussion Blog #2</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>3</td>
<td>The Machine Age: Building Factories, Building Cities, 1877-1900</td>
<td>Norton: Chapter 16 Brown &amp; Shannon: Chapters 3 &amp; 4 PowerPoint Presentation</td>
<td>Quiz #3 Discussion Blog #3 Paper Assignment #1</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>4</td>
<td>Gilded Age Politics, Imperialism &amp; Agrarian Reform</td>
<td>Norton: Chapters 17 &amp; 19 Brown &amp; Shannon: Chapters 3 &amp; 4 PowerPoint Presentation</td>
<td>Quiz #4 Discussion Blog #4</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>5</td>
<td>EXAM #1 Modules 1-4</td>
<td></td>
<td></td>
<td>CO1 and CO4</td>
</tr>
<tr>
<td>6</td>
<td>The Progressive Era</td>
<td>Norton: Chapter 18 Brown &amp; Shannon: Chapter 5 PowerPoint Presentation</td>
<td>Quiz #5 Discussion Blog #5</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>7</td>
<td>The Great War</td>
<td>Norton: Chapter 20 Brown &amp; Shannon: Chapter 7 PowerPoint Presentation</td>
<td>Quiz #6 Discussion Blog #6</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>8</td>
<td>The New Era: The 1920's</td>
<td>Norton: Chapter 21 Brown &amp; Shannon: Chapter 6 PowerPoint Presentation</td>
<td>Quiz #7 Discussion Blog #7</td>
<td>CO1, CO2, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>9</td>
<td>The Great Depression and the New Deal</td>
<td>Norton: Chapter 22 Brown &amp; Shannon: Chapter 8 PowerPoint Presentation</td>
<td>Quiz #8 Discussion Blog #8</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>10</td>
<td>World War II at Home and Abroad</td>
<td>Norton: Chapter 23 Brown &amp; Shannon: Chapter 9 PowerPoint Presentation</td>
<td>Quiz #9 Discussion Blog #9</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
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<tr>
<td>11</td>
<td>EXAM #2 on Modules 5-9</td>
<td></td>
<td></td>
<td>CO1 and CO4</td>
</tr>
<tr>
<td>12</td>
<td>Post-War, Cold War, and America at Mid Century</td>
<td>Norton: Chapters 24 &amp; 25 Brown &amp; Shannon: Chapters 10 &amp; 11 PowerPoint Presentation</td>
<td>Quiz #10 Discussion Blog #10</td>
<td>CO1, CO2, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>15</td>
<td>Conservatism Revived</td>
<td>Norton: Chapters 28 Brown &amp; Shannon: Chapter 13 PowerPoint Presentation</td>
<td>Quiz #13 Discussion Blog #13</td>
<td>CO1, CO3, CO4, CO5, and CO6</td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM on Modules 10-13 plus one comprehensive question</td>
<td></td>
<td></td>
<td>CO1 and CO4</td>
</tr>
</tbody>
</table>

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub 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

<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>
</tr>
</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>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<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 https://www.andrews.edu/distances/students/gradplus/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/](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](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.

Commit 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.

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.