



# SYLLABUS

**HIST 205 American Experience II**

202141

# HIST 205 American Experience II

## School of Distance Education

### Self-Paced Format

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

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 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

**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.

Norton, M.B., Kamensky, J., Sheriff, C., Blight, D.W., Chudacoff, H.P., Vogeall, F., and Bailey, B. (2015) *A People and a Nation, Volume II: Since 1865*, 10th edition. Stanford, CT: Cengage. ISBN: 9781285425894.

Brown, V.B. and Shannon, T.J. (2019) *Going to the Source, Volume II: Since 1865: The Bedford Reader in American History*. 5th edition. Macmillan Higher Education.  
Print ISBN: 9781319106287 eText ISBN: 9781319106300

## 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 course has 16 modules with 13 lessons, 3 exams, 3 papers, 13 quizzes, and 10 blog posts. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

## 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

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### 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](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. 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 (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.

**Blog Posts (15% of course grade):**

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.

**Rubrics**

**Writing Assignment Grading Rubric**

Criteria	<b>Exceptional</b> 90-100%	<b>Very Good</b> 80-89%	<b>Acceptable</b> 70-79%	<b>Needs Improvement</b> 60-69%	<b>No Submission or Academic Dishonesty</b> 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

**Blog Post Grading Rubric**

Criteria	<b>Exceptional</b> 90-100%	<b>Very Good</b> 80-89%	<b>Acceptable</b> 70-79%	<b>Needs Improvement</b> 65-69%	<b>Incorrect Submission</b> 60%	<b>No Submission or Academic Dishonesty</b> 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](http://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](mailto: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.

**Suggested schedule for completion in 8 weeks:**

Module	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Reconstruction & the New South	Norton: Chapter 14 Brown & Shannon: Chapter 1 PowerPoint Presentation	Quiz #1 Blog Post #1	SLO1, SLO3, SLO4, SLO5, SLO6
	The Ecology & New Frontier of the West	Norton: Chapter 15 Brown & Shannon: Chapter 2 PowerPoint Presentation	Quiz #2 Blog Post #2	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
2	The Machine Age: Building Factories, Building Cities, 1877-1900	Norton: Chapter 16 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #3 Blog Post #3 Paper #1	SLO1, SLO3, SLO4, SLO5, SLO6
	Gilded Age Politics, Imperialism & Agrarian Reform	Norton: Chapters 17 & 19 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #4 Blog Post #4	SLO1, SLO3, SLO4, SLO5, SLO6
3	<b>Exam # 1 (Lessons 1 -4)</b>			SLO1 & SLO4
	The Progressive Era	Norton: Chapter 18 Brown & Shannon: Chapter 5 PowerPoint Presentation	Quiz #5 Blog Post #5	SLO1, SLO3, SLO4, SLO5, SLO6
4	The Great War	Norton: Chapter 20 Brown & Shannon: Chapter 7 PowerPoint Presentation	Quiz #6 Paper #2	SLO1, SLO3, SLO4, SLO5, SLO6
	The New Era: The 1920's	Norton: Chapter 21 Brown & Shannon: Chapter 6 PowerPoint Presentation	Quiz #7 Blog Post #6	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
5	The Great Depression and the New Deal	Norton: Chapter 22 Brown & Shannon: Chapter 8 PowerPoint Presentation	Quiz #8 Blog Post #7	SLO1, SLO3, SLO4, SLO5, SLO6
	World War II at Home and Abroad	Norton: Chapter 23 Brown & Shannon: Chapter 9 PowerPoint Presentation	Quiz #9 Blog Post #8	SLO1, SLO3, SLO4, SLO5, SLO6
6	<b>Exam # 2 (Lessons 5-9)</b>			SLO1 & SLO4
	Post-War, Cold War, and America at Mid Century	Norton: Chapters 24 & 25 PowerPoint Presentation	Quiz #10 Blog Post #9	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
7	The 1960s, 1960-1968	Norton: Chapters 26 Brown & Shannon: Chapters 10 & 11 PowerPoint Presentation	Quiz #11 Blog Post #10	SLO1, SLO3, SLO4, SLO5, SLO6
	A Pivotal Era, 1969-1980	Norton: Chapters 27 Brown & Shannon: Chapter 12 PowerPoint Presentation	Quiz #12 Paper #3	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
8	Conservatism Revived	Norton: Chapters 28 Brown & Shannon: Chapter 13 PowerPoint Presentation	Quiz # 13 Blog Post #11	SLO1, SLO3, SLO4, SLO5, SLO6
	<b>FINAL EXAM</b> (Lessons 10 – 13) Plus one comprehensive question			SLO1 and SLO4

**Suggested schedule for completion in 16 weeks:**

Module	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Reconstruction & the New South	Norton: Chapter 14 Brown & Shannon: Chapter 1 PowerPoint Presentation	Quiz #1 Blog Post #1	SLO1, SLO3, SLO4, SLO5, SLO6
2	The Ecology & New Frontier of the West	Norton: Chapter 15 Brown & Shannon: Chapter 2 PowerPoint Presentation	Quiz #2 Blog Post #2	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
3	The Machine Age: Building Factories, Building Cities, 1877-1900	Norton: Chapter 16 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #3 Blog Post #3 Paper #1	SLO1, SLO3, SLO4, SLO5, SLO6
4	Gilded Age Politics, Imperialism & Agrarian Reform	Norton: Chapters 17 & 19 Brown & Shannon: Chapters 3 & 4 PowerPoint Presentation	Quiz #4 Blog Post #4	SLO1, SLO3, SLO4, SLO5, SLO6
5	<b>Exam # 1 (Lessons 1 -4)</b>			SLO1 & SLO4
6	The Progressive Era	Norton: Chapter 18 Brown & Shannon: Chapter 5 PowerPoint Presentation	Quiz #5 Blog Post #5	SLO1, SLO3, SLO4, SLO5, SLO6
7	The Great War	Norton: Chapter 20 Brown & Shannon: Chapter 7 PowerPoint Presentation	Quiz #6 Paper #2	SLO1, SLO3, SLO4, SLO5, SLO6
8	The New Era: The 1920's	Norton: Chapter 21 Brown & Shannon: Chapter 6 PowerPoint Presentation	Quiz #7 Blog Post #6	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
9	The Great Depression and the New Deal	Norton: Chapter 22 Brown & Shannon: Chapter 8 PowerPoint Presentation	Quiz #8 Blog Post #7	SLO1, SLO3, SLO4, SLO5, SLO6
10	World War II at Home and Abroad	Norton: Chapter 23 Brown & Shannon: Chapter 9 PowerPoint Presentation	Quiz #9 Blog Post #8	SLO1, SLO3, SLO4, SLO5, SLO6
11	<b>Exam # 2 (Lessons 5-9)</b>			SLO1 & SLO4
12	Post-War, Cold War, and America at Mid Century	Norton: Chapters 24 & 25 PowerPoint Presentation	Quiz #10 Blog Post #9	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
13	The 1960s, 1960-1968	Norton: Chapters 26 Brown & Shannon: Chapters 10 & 11 PowerPoint Presentation	Quiz #11 Blog Post #10	SLO1, SLO3, SLO4, SLO5, SLO6
14	A Pivotal Era, 1969-1980	Norton: Chapters 27 Brown & Shannon: Chapter 12 PowerPoint Presentation	Quiz #12 Paper #3	SLO1, SLO2, SLO3, SLO4, SLO5, SLO6
15	Conservatism Revived	Norton: Chapters 28 Brown & Shannon: Chapter 13 PowerPoint Presentation	Quiz # 13 Blog Post #11	SLO1, SLO3, SLO4, SLO5, SLO6
16	<b>FINAL EXAM</b> (Lessons 10 – 13) Plus one comprehensive question			SLO1 and SLO4

## 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

Percent %	Description
10	Quizzes
15	Blogs
15	Papers
40	Exam #1 and #2
20	Final Exam
<b>100</b>	<b>Total Percent Possible</b>

### 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/web/msc/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/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](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.

### **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.