



## **History 206-3 Credits (online)**

---

### **Thomas N. King, Ed.D.**

Professor of Instructional Design

Doane University

Crete, Nebraska

Office: Communications Building 188

Phone: 402-826-8206 (office) or 402-826-3835 (home)

Email: [tom.king@doane.edu](mailto:tom.king@doane.edu)

Blackboard: <http://bb2.doane.edu>

Webpage: [www.tnking.com](http://www.tnking.com)

---

### **Course Description:**

**A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. Second term since 1865.**

---

### **Foundational Area of Knowledge Outcome:**

#### **Global and Cultural Contexts**

Students will gain a greater understanding of the foundations of the modern world and interconnections of global cultures. Students may address complex questions about race, gender, nationality, religion, law, economics, business and/or politics in order to understand multiple cultural perspectives.

Students will work to:

1. Understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures.

**Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays**

2. Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience

**Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays**

### **Additional Course Outcomes:**

*After completing this course, students should be able to:*

1. Recognize and correctly identify persons, institutions, and events of importance in American history 1877 to present.

**Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays**

2. Apply historical perspective to contemporary issues,

---

### **Required Text:**

**America**, The Essential Learning Edition  
David E. Shi and George Brown Tindall  
W. W. Norton & Company, Inc. Vol 2.

ISBN: 978-0-393-93803-6  
Volume 2 / Chapters 15 - 30

### **Learning Strategies:**

**This course will use these learning strategies;**

1. Online Lectures
2. Discussion Board
3. Open Book Examination based on textbook chapters
4. Videos and You Tube Video clips
5. Assigned readings outside of textbook.
6. Short Writing Assignments.

---

## **Assessment and Grading Rubric**

This course will consist of chapter tests and assignments, discussion board posts and a small essay papers.

If you have any questions about your assignments and assessments, please let me know and I will give you assistance.

I will post assignments in advance so that you can work at you own speed.

If you need additional time for your work due to illness or special situation please let me know and we can work out a different time schedule.

You must complete 75% of the course work before you are eligible to get an incomplete.

### **Assessment Policy**

Chapter Tests----- points vary  
Short Essays----- 10 point each  
Discussion Board----- 5 points each

### **Academic Integrity Policy**

*The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.*

### **Grading Scale**

90%-100% A  
80-89 B  
70-79 C  
60-69 D  
Below 60 F

**I have a set of grading standards that I plan to follow on each area of**

**the work in this course. See Grading Standards.**

---

## **My Grading Standards**

The text below defines the outlines of the standards for the grades of A, B, C, D, and F, in my classes at Doane College.

A implies excellence in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the highest level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well.

B implies above average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but does not have the depth of insight.

C implies average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. The work is, on the whole, inconsistently clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

D implies below average work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

F implies unacceptable work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

Caveat: Due to the constructivist nature of this course the above schedule and procedures are subject to change in the event of extenuating circumstances.