



SYLLABUS

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| Course Title | History of the United States I |
| Course Number | HIS 205-ONL |
| Number of Credits | 3 credits |
| Course Dates | |
| Instructor | Dr. Tom King |
| Email Address | tom.king@doane.edu |
| Office Hours/Availability | Daily: 8am-10pm |
| Phone Number | (402) 826-3835 |
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| Textbook Information: (e.g. title, edition, publisher, ISBN) | <p><u>America, The Essential Learning Edition</u> David E. Shi and George Brown Tindall W. W. Norton & Company, Inc. Volume One. 2015 isbn 978-0-393-93802-9 paperback</p> <p>Textbook is available at the Doane University Bookstore, Lincoln, Ne.</p> <p>EBOOK Go to Ebook (1-volume): https://digital.wwnorton.com/amerele Go to Ebook (Vol 1): https://digital.wwnorton.com/amerelev1 Go to Ebook (Vol 2): https://digital.wwnorton.com/amerelev2</p> |

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| Additional Course Materials (to be provided) | |
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| Course Description | <p>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. First term to 1865.</p> <p>Chapter 1 The Collision of Cultures in the 16th century</p> <p>Chapter 2 England and Its American Colonies 1607-1732</p> <p>Chapter 3 Colonial Ways of Life 1607-1750</p> <p>Chapter 4 From Colonies to States 1607-1776</p> <p>Chapter 5 The American Revolution 1776-1783</p> <p>Chapter 6 Creating a “More Perfect Union” 1783-1800</p> <p>Chapter 7 The Early Republic 1800-1815</p> <p>Chapter 8 The Early Emergence of a Market Economy 1815-1850</p> <p>Chapter 9 Nationalism and Sectionalism 1815-1828</p> <p>Chapter 10 The Jacksonian Era 1828-1840</p> <p>Chapter 11 The South and Slavery 1800-1860</p> <p>Chapter 12 Religion, Romanticism, and Reform 1800-1860</p> |

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| | <p>Chapter 13 Western Expansion and Southern Secession 1830-1861</p> <p>Chapter 14 The War of the Union 1861-1865</p> <p>Chapter 15 Reconstruction 1865-1877</p> |
| Program Outcomes | <p>Foundational Area of Knowledge Outcome:</p> <p>Community and Identity</p> <p>Students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society.</p> |
| Course Learning Outcomes/Objectives | <p>After completing this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Recognize and correctly identify persons, institutions, and events of importance in American history 1492 to 1877. Learning Strategies/Assessment-----Readings, Course Lectures, Exams, Discussion Board, Short Essays 2. Apply historical perspective to contemporary issues, Learning Strategies/Assessment-----Readings, Course Lectures, Exams, Discussion Board, Short Essays 3. Recognize and critically evaluate historical interpretations. Learning Strategies/Assessment----Readings, Course Lectures, Exams, Discussion Board, Short Essays |

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| | 4. Analyze documents in their historical context. Learning Strategies/Assessment----Readings, Course Lectures, Exams, Discussion Board, Short Essays |
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| Technology Requirements | https://www.doane.edu/faq/minimum-computer-requirements |

Course Schedule

| Week or Module | Topic | Content | Assessments Matched to Learning Outcomes | Due Date & Time |
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| Module 1 | Ch 1--The Collision of Cultures Ch 2--England and American Colonies | Reading 1-2 Slide Shows Video Case Studies | Open Book Exam Discussion Board Reflective Essays | All assignments due by midnight on the last day of the course. Date will be posted in Bb. |
| Module 2 | Ch 3--Colonial Ways of Life Ch 4--Colonies to States | | Open Book Exam Discussion Board Reflective Essays | " |

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| Module 3 | Ch 5--American Revolution Ch 6--Creating a More Perfect Union | | Open Book Exam Discussion Board Reflective Essays | " |
| Module 4 | Ch 7--Early Republic Ch 8--Emergence of a Market Economy | | Open Book Exam Discussion Board Reflective Essays | " |
| Module 5 | Ch 9--Nationalism Ch 10--Jacksonian Era | | Open Book Exam Discussion Board Reflective Essays | " |
| Module 6 | Ch 11--South Ch 12--Religion, Romanticism and Reform, | | Open Book Exam Discussion Board Reflective Essays | " |
| Module 7 | Ch 13--Western Expansion Ch 14--War of the Union | | Open Book Exam Discussion Board Reflective Essays | " |
| Module 8 | Ch 15--Reconstruction | | Open Book Exam Discussion Board Reflective Essays | " |

Grading Assessments

| Type of Assessment | Points | Total possible points |
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| Live Text Intellectual Skills Paper | 1-100 | 100 points |

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| Short Essay Papers | 1-10 points | 10 points |
| Discussion Boards | 1-5 points | 5 points |
| Live Text Reflection Paper | Pass/Fail | Pass/Fail |

Online Courses ONLY

Online Course

This is an online course and therefore there will **not** be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Communicating with the Instructor

This course uses a “two before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these two sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. Email me!

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact me via email or phone. My preference is that you will try to email me first.

Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu>

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Grade Scale (Grade scale will be program specific. Please check with the applicable Program Director for this information.)

A+ = 97-100%

A = 94-96%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% or below

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 University.

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.

F This level of work is not acceptable for consideration in either undergraduate or graduate courses.

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| Participation Policy | A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade. |
| Study Time | Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds. |
| Late Work | All work must be submitted by midnight on last day of class! |
| Submitting Assignments | All assignments must be submitted in Bb! |
| Communication Policy including Assignment Feedback | Assignments will be graded weekly! |
| Academic Integrity Policy | <i>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.</i> |

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| Academic Support | Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support |
| Disability Services | https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at chris.brady@doane.edu or 402-467-9031 for assistance. |
| Military Services | https://www.doane.edu/graduate-and-adult/military |
| Anti-Harassment Policy | http://catalog.doane.edu/content.php?catoid=5&navoid=452 |
| Grade Appeal Process | http://catalog.doane.edu/content.php?catoid=5&navoid=238 |
| Credit Hour Definition | Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts. |
| Syllabus Changes | Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time. |