History 205-3 Credits

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Course Description:

This course provides a survey of United States history by focusing on general patterns and historical themes from the earliest American experiences to the Civil War. As part of the Foundational Areas of Knowledge (FAKs), this course fulfills the Community and Identity requirement of the Undergraduate Core Curriculum by developing your appreciation for the formation and sustainability of communities and the identities that are created through interaction between individuals and the societies in which they live. We will explore the meaning of America as a “land of opportunity,” and how this idealized vision of the country changed over time, from the earliest settlements to the outbreak of the “War Between the States.” In this class, our main concern is not with specific dates and facts – though at times this information is essential – but rather with the larger contours of American history. Specifically we will focus on American politics, culture, and society through an analysis of multiple themes including freedom, ethnicity, gender, class and geographical region.

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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 1492 to 1877.
2. Recognize the major themes in the development of American politics, society, and
culture
during this period;
3. Demonstrate an understanding of the global context of American history;
4. Apply historical perspective to contemporary issues;
5. Recognize and critically evaluate historical interpretations;
6. Analyze documents in their historical context; and
7. Construct well-written short answer questions using basic academic writing conventions.

And as part of the learning outcomes common to all courses fulfilling the Community
and Identity Foundational Area of Knowledge you will work to:
   1) explore various dimensions of the human experience while being cognizant of
      perceptions of self and identity
   2) understand how individuals interact to form communities and social structures

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Required Text:

Out Of Many Brief Ed Vol I
ISBN 0-205-01063-6
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Assessment and Grading Rubric

This course will consist of chapter tests and assignments, discussion board posts. I will read all your assignments, but will not always provide formal critiques on each assignment. If I see problems in your work I will provide necessary feedback.

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 your 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
**Point System!**

1. Chapter Tests
2. Short Essays/Discussion Board Posts

**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.*

**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.