American History since 1865

History 206

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Course Description:

A survey of the American 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 understand of historical method, and the role of interpretation in the writing of history

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Course Objectives:

After completing this course, students should be able to communicate the following:

1. Recognize and correctly identify persons, institutions, and events of importance in American history from 1865 to the present. (online assessment)
2. Discuss major themes in the development of American politics, society, and culture during this period. (online assessment) (paper) (discussion board)
3. Demonstrate and understanding of the global context of American history. (online assessment)
4. Apply historical perspective to contemporary issues. (paper)
5. Recognize and critically evaluate historical interpretations (paper) (online assessment)
6. Analyze documents in their historical context. (paper)
7. Construct well-written essays using basic academic writing conventions. (online assessment)

Required Text:


*John Mack Faragher, Mari Jo Buhle, Susan H. Armitage, Daniel Czitrom*

*Prentice Hall; 4 edition* (May 7, 2005)

**ISBN-10:** 0131951289

**ISBN-13:** 978-0131951280

This textbook is not available via the Doane Bookstore.

You may order it online using Amazon or any online bookstore.


Assessment and Grading Rubric

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

We will be using an companion website with this course. You will fill out a “Profile” and your assessments will be graded and returned to you and a copy for me. A final paper will be completed and submitted by the conclusion of the course.
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.

Final evaluation will follow the rubric provided. 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.

**Assessment Policy**

Chapter tests 65% of your final grade  
Final Paper 25%  
Discussion Board 10%  

**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.

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**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 teacher education or graduate education 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 teacher education or graduate education 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 teacher education or graduate education 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.