

History 206-3 Credits

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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 understanding of historical method, and the role of interpretation in the writing of history.

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 the present.
 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.
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Required Text:

**Out of Many: A History of the American People, Brief Edition, Volume 2
(Chapters 17-31), 6/E**

John Mack Faragher, *Yale University*

Mari Jo Buhle, *Brown University*

Susan H. Armitage, *Washington State University*

Daniel H. Czitrom, *Mount Holyoke College*

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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, video assignments, and 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-----points vary
2. Short Essays-----10 point each
3. Discussion Board Posts.....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.

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.