

History 147 Online

U. S. : First Century of Independence

Dr. Tim Heinrichs

Syllabus for Autumn, 2014

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WELCOME--

In tracing the story of the United States from young nationhood to the early 20th century, **HISTORY 147** has three main themes of change: the evolution of American politics, territorial and economic expansion, and the interaction of social and intellectual change.

What a story that is!

Soon after it was launched as an independent nation, at the dawn of the 19th century, this country was a small agrarian republic huddled on the Atlantic seaboard and numbering four million souls. Or perhaps it was a diverse collection of 13 republics widely separated by barriers of tradition and geography. Its farm population outnumbered city people more than ten to one. Recognizing that with a population the size of Ireland 's, the United States could only be a mosquito among the Great Powers, national leaders had to struggle just to steer clear of involvement with France and Britain in their worldwide struggle for dominance.

By the end of the 19th century the band of states had surged forth to become the world's leading economic power. Telegraph, telephone, and train tied together every part of a vast continent, and the Republic now numbered 45 states with a population exceeding 75 million. Farm families in 1900 numbered only two-fifths of an increasingly urbanized population. The Great Powers now counted the

United States among their number as it forged an empire of its own and began demanding a voice in overseas affairs.

How did this vast change come about?

As we evaluate such events as the Battle of New Orleans, the construction of the the Erie Canal, political democratization, Jackson's Bank war, religious revivals, Edgar Allen Poe, woman as "angel of the home," abolitionism, the annexation of Texas, the Crisis of 1850, secession, the battle of Gettysburg, carpetbaggers, the inventions of Thomas Edison, the Chisholm Trail, barbed wire, the blizzards of 1885-6, trolleys, the panic of 1893, the Sears catalogue, the New Woman, the Spanish-American War, and the rise of Theodore Roosevelt. But what makes them important? How do they fit together? Sort it all out by thinking strategically. What major themes are these facts part of?

The word "history" comes from a Greek term for "inquiry." This means that we are not flying blind, collecting swarms of unrelated items. Pursuing the meaning of the past is like amassing scientific evidence in that we propose a hypothesis and try to prove it. On the other hand, you can stage a laboratory experiment; you might even prove your hypothesis that some chemical is unstable by blowing up your work station. But you can't repeat history that way. Instead, historians--like lawyers--piece together what happened and what it means from a variety of lasting evidences such as newspapers, eyewitness accounts, diaries, archaeological finds, literature, etc.

History is absolutely do-able if you think strategically rather than getting overwhelmed by a myriad of seemingly unrelated details. Don't get nibbled to death by ducks. Think about overall trends. File facts away according to what they mean for major trends. The specific details absorbed in the course material will mean little unless you can do that. You are encouraged to put together your own interpretations of the facts.

COURSE REQUIREMENTS--

BOOKS & —

* Robert A. Divine, T. H. Breen, et al, *The American Story*, Combined Edition (Pearson Longman, 2010; Fifth (or latest) Edition). This is the main text; it is also used in History 146 and History 148.

* "My History Lab." Our textbook publishing company, Pearson, has put together a set of resources on which these assignments will be based. You need to register for it after you get your copy of American Story. This comes automatically with the purchase of a new Divine textbook from the BC Bookstore, but must be bought separately if not, **SEE THE INSTRUCTIONS** ("Pearson Portal Directions") on the **HOME PAGE**.

Elliot tGorn, *The McGuffey Readers*, St. Martins (or another). ISBN # 0312133987

STRATEGY--

At the conclusion of this course, successful students will be able to:

1. Analyze and explain the roles of key people, facts, and events of the period under study

2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Explain the international or global patterns of U. S. history
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Differentiate between facts, value judgments, and generalizations
7. Write logically and clearly about historical topics

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COURSEWORK—

The best places to find information and directions for the class (besides this syllabus) are the pages and the menu on the left, where the "Modules" can be found. (Also be sure to check the "Announcements" on top.) A lot of information is there, such as how to register with MHL, how to write a splendid essay, and so on. The "Overall Schedule" which will guide your reading for lectures and textbook readings, is there.

The course is divided into eight "Discussions" of a week and a half each. Each Discussion culminates with a brief essay assignment. During the term you will write four of these essays, which are based on the Pearson MHL primary documents. In the four Discussions when you do not submit an essay, you will write "Brief discussion assignments." These are found in the "Modules."

When you choose not to post an essay--you have to do only four out of eight assigned brief essays-- you will do the week's reading anyway and post a **response** to the essay of another student. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view.

This means that during the term you must post four brief essays of your own and four responses to others' essays. **NOTE: This means that you will have an essay or a response for every Discussion essay assignment.** You may not "double up," that is send in both for one assignment so you can skip another.

From the Home Page you will be able to go to "**Testing**." The page is empty now but won't always be. There will be two exams, each about two hours, on these dates: **October 29** and **December 10**. They are open book, and you will take them online. (You are responsible for having access to a functioning computer on test days, so plan ahead.) The tests will have multiple-choice and essay questions and will be based on the text and the lectures. About ten days before each exam, there will be a preparation sheet with possible questions.

You will also be responsible for a 1,500-word paper, due on **December 3**. It will concern the McGuffey readers and their place in the American mind. The assignment will be accessible from the "Assignment" page.

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late discussion essays and late papers are accepted, but with a penalty of two percent per day, up to a maximum of 10 percent. This can be avoided if you obtain permission for an extension in advance of the due date

Policy #2: No work will be accepted after Final Exam day if you have not completed at least half of the coursework by the day of the final. That means **at least two discussion essays and the midterm** must be in by the day of the final, or no work will be accepted.

Policy #3: If you miss the midterm or final exam for some unavoidable reason, all is not lost. But you must contact me and take the test right away, or you will lose 10% right away and another 10% after a week.

Policy #4: The "I" grade, if granted, has to be fulfilled during the next term or it will automatically change to F.

GRADING--

The following is a breakdown of the final grade by category:

Discussions:	30%
Paper	20%
Midterm exam	25%
Final exam	25%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D

If you're ever not sure you're on top of it all, if you have any questions about the course, ask questions by CANVAS e-mail, or to theinric@bellevuecollege.edu. Or call and leave a message at 425-564-2114.

POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION

Cheating, Stealing and Plagiarizing*

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for

possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services."

Incomplete*

If a student fails to complete the majority of the work for a course due to unforeseen circumstances, an instructor may or may not assign the grade of Incomplete (I). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade*

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the date posted in the quarterly schedule. If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Disabled Students

Students with a disability requiring special accommodation from the College and/or the instructor are required to discuss their specific needs with both the Office of Disabled Students (B233) and the instructor. If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with your instructor as soon as possible.

If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) reception area in the Student Services Building.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time

and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of one year and one quarter following the end of the registered quarter.

* If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110C), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.