

*History 147B*

# U. S. : First Century of Independence

Dr. Tim Heinrichs

Syllabus for Autumn, 2015

## **TO CONTACT:**

*(PLEASE USE CANVAS E-MAIL IF POSSIBLE)*

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## **WELCOME--**

In tracing the story of the United States from young nationhood to the early 20<sup>th</sup> century, **HISTORY 147** will emphasize themes of change. These will be especially visible in 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 19<sup>th</sup> 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?

To answer that, it helps to break it all down into bite-size chunks. We'll evaluate such events as the Battle of New Orleans, the construction of 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. 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 combination is unstable by blowing up your work station. But you can't repeat history that way. Instead, historians--like lawyers and honest journalists--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. 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.

The basic grist in the mill of Historical research is *primary sources*. That means the letters, diaries, newspaper articles, train schedules, census data, land titles, films, memoirs, etc. left by contemporaries of the period under study. Not encyclopedias, documentary television shows, instructor lectures, etc. These are *secondary sources*. As I mentioned, the historical method of gathering evidence into proof is basically the approach taken in court. Imagine a case in which the jury was instructed to read newspapers and watch television learn in order to reach a verdict, based on knowing how people feel about the case.

This term we will focus attention on the processes of *transformation* in society. We will begin by analyzing four critical transformations prior to the Civil War: the national revolution, the democratic revolution, the cultural revolution, and the economic revolution. We will look at how the Civil War did or did not affect the directions of these changes, and then follow them into the 20th Century. We'll look at such questions as, What changes truly affected the lives of a substantial mass of Americans? What caused them? How did Americans interpret them? What were their responses to change? We will try to uncover general principles of change that apply to today. You are encouraged to put together your own interpretations of the facts we consider.

## ***COURSE STRATEGY--***

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

1. Analyze and explain the various processes of change in American society, 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
6. Write logically and clearly about historical topics

## **BOOKS--**

Robert A. Divine, T. H. Breen, et al, *The American Story*, combined fifth edition (2012). This is the main text; it is also used in History 146 and History 148. With it comes a series of printed readings, *Voices of the American Past*, containing many of the same readings as in My History Lab (more on that below).

Elliott J. Gorn, ed., *The McGuffey Readers: Selections from the 1879 Edition*. From the 1830s to the 1920s millions of youngsters were educated, socialized, and morally uplifted by these comprehensive readers. Exploring these readers will give us some understanding into the nation's intellectual and moral framework and will help us analyze the process of change in society. NOTE: the BC Bookstore had trouble locating a supplier for this book, but indicated that it could be found by individual buyers. We won't need it until after the midterm.

There will also be regular assignments from My History Lab, which is a collection of primary source readings made available by Pearson Publishers. This is free if you bought the Divine textbook new and at the BC bookstore. You need to register for MHL in order to have access to it. You will need this number (your Course ID): **heinrichs28319**

## **COURSE NAVIGATION--**

There are two places to go in order to find information, directions, and deadlines for the class. There is the "Home Page" (or "Front Page") with its menu of links to assignments and assessments. Then there is the menu on the left, where the "Modules" (and "Grades") can be found. (Also be sure to check "Conversations" and "Announcements").

Time-wise, the class is divided into eight "Discussions." These are tied to brief essay assignments. Find the "Modules" link on the left menu of the Home Page. That takes you to the lectures, online readings, and essay assignment for each Discussion week. Each period is labeled "Discussion #1," or "Discussion #2," etc. When the time arrives, read the lectures from that week's "Discussion" page. Also, access the Assignment on each Discussion page, and follow directions for the listed readings and Discussion essays.

Be sure to look at the **Overall Schedule**, accessible from the Home ("Front") Page. This will guide your reading through the term for textbook readings as well as lectures.

## COURSEWORK —

### Discussion Essays and Responses

First, more on the "Discussions" set-up, this time focusing on the brief essays you will write.

During the term there will be eight essay assignments --and you will write **three** of them. In any of the three weeks **when you do not write an essay**, you will do the reading anyway. Then you will write a "response" to a fellow student's essay. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view.

NOTE: it may be tempting to do both essay and response some week so that you can skip it some other time. It won't work. Though extra postings are always welcome, you will not get credit if you "double up," that is, send in both an essay and a response for one assignment.

To recap, the term is broken up into eight "Discussions" each of which carries an essay assignment. You choose three of these to do, and you choose three student essays to respond to. The three essays and three responses must cover six of the Discussion assignments; there is no "doubling up." Also, you have an option of writing an additional one of each.

### Discussion Essays and Responses

During the term there will be eight essay assignments. They are described on the "Modules" page. You will write **three** of them (250-400 words each). You have an option of writing a fourth essay to bring up your grade.

For discussions in which you choose not to write an essay, you will do the reading anyway. You will write three "Responses" to three fellow student essays. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view. As with essays, you have the option of writing a fourth response.

Good example to follow: one student, Caylita, wrote essays for the Discussion deadlines of October 5, October 23, and November 6. In addition she submits responses on October 8 and 26 and November 24. Her friend Tiffany, meanwhile, writes the first three essays and follows that with three responses for Discussions #4, #5, and #6.

Bad example: Madison waits till weeks, and submits all of her work beginning on the third to last essay deadline.

### Two Exams

There will be a midterm exam (**October 29**) and a final exam (**December 10**) of about two hours each. The test will have multiple-choice and essay questions and will be based on the text and the lectures. About a week before each exam, you will get a description of the exam letting you know what to expect. In addition, there will be frequent multiple choice quizzes.

### Term Paper

You will also be responsible for a 1,400-word paper, due on **December 3**. It will concern the book about McGuffey readers. The assignment will be accessible from the "Home page."

## ***COURSE GRADING--***

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

Discussion essays & responses	30%
Term paper	20%
Midterm exam	20%
Final Exam	20%
Miscellaneous & extra credit	10%

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

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
76-79%	C+
73-76%	C
70-72%	C-

67-69%	D+
60-68%	D

NOTE: The Canvas grading system does not fit this course for various reasons, so I compute grades independently of it. Therefore, no average computed by Canvas is your official grade. If you want to know your grade average during the term, learn how to compute it yourself, based on what shows in "Grades" on the left menu.

## ***LATE WORK --***

Students are expected to finish all assignments and exams on the assigned dates.. Here are policies governing late work.

Policy #1: No assignments will be accepted after December 14. No incompletes will be granted except in a verified emergency.

Policy #2: Up to then, late discussion essays (but not responses) and late papers are accepted, but with a penalty of two percent per day. This can be avoided if you obtain permission for an extension in advance of the due date

Policy #3: If you miss an exam for some unavoidable reason, all is not lost. But you must contact me and take the test by the following day2114.

*Below are the standards of the Social Science Divisions:*

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.