

Online History 146:

# *U. S. : From Exploration to Independence*

Dr. Tim Heinrichs

Syllabus for Spring Quarter, 2015

## **TO CONTACT:**

**OFFICE HOURS:** MW 12:30-1:30; TThF 10:30-11:30 OR BY APPOINTMENT in A-100B

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## **WELCOME--**

**History 146** surveys the development of the American nation from the earliest colonial settlements through to the establishment of true national independence. That is, not simply when our nation's founders declared and then won political independence, but when Americans embraced economic and cultural independence as well, after the War of 1812. History 146 emphasizes institutions, issues, ideas and individuals that have shaped change in America. It focuses on basic trends, such as industrialization, patterns of thought and values, political development, social change and sectional conflict. But it also explores the everyday social experience of groups and individuals.

Instead of one or several explorers "discovering" America, representatives of very diverse peoples discovered each other in America in the 16<sup>th</sup> and 17<sup>th</sup> centuries—American and European and African peoples. They found each other through commerce, settlement, and acts of war. Religious commitments joined with material opportunities in guiding bands of emigrants away from Europe to form new societies along the Atlantic seaboard. They evolved their own distinct identities, customs, and socio-political patterns.

In the 1700s an expansive Europe regained interest in these American settlers and their resources, so that cross-Atlantic ties actually grew. Ironically, involvement with 18<sup>th</sup>-century European ideas and European power struggles led the American colonists to separate once more from Britain. In establishing independence, the nation's leaders framed their people's enduring covenant with republican values: freedom, equality, and self-government. Yet the American Revolution did not complete the work, as succeeding generations would have to come to terms with the meaning of those commitments in an

expanding society. Moreover, the United States would have to preserve its independence until 1815 and forge a new sense of nationhood.

In this course you will process many historical facts. Don't feel overwhelmed! History is absolutely doable 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.

As we deal with such issues as the Six Nations, *sola fide*, indentured servants, the Halfway Covenant, proprietary government, the “deputy husband,” Roundheads, charter revocation, Parliamentary supremacy, Navigation acts, the slave trade, Jonathan Edwards, Commonwealthmen, the sensational John Locke, the wars for empire, Louisbourg, the Tea Act, Minutemen, the Treaty of Paris, Articles of Confederation, Shays’ Rebellion, Philadelphia 1787, funding and assumption, the Undeclared War, the Revolution of 1800, the Louisiana Purchase, the Chesapeake Incident, the Embargo, and victory at New Orleans, sort it all out by thinking *strategically*. What major themes are these facts part of? Specific details will mean little to you unless they are put together into your own overall ideas of American history. An artist doesn’t paint every blade of grass in a landscape, but just enough to convey the overall reality and mood. What you will remember from the course a year or five years from now will not be Thomas Jefferson’s victory margin in 1800 but his ideals and their tension with his policies.

## COURSE REQUIREMENTS--

### BOOKS—

\* Robert A. Divine, T. H. Breen, et al, *The American Story*, Complete Edition (Pearson Longman, 2012; Fifth Edition. This is the main text; it is also used in History 146 and History 148.

\* Robert A Gross, *The Minutemen and Their World* (Hill and Wang, 1976). Study of the cultural and social environment of Concord, Mass., home to many a Minuteman. Unsurpassed in combining and presenting the factors that shaped their response to the Revolution.

\* Robert A. Divine, *Voices of the American Past*, a set of readings.

### AUDIO LECTURES--

In the Modules you will also find the access to Lectures by my colleague, Dr. Graham Haslam, a specialist on British and American colonial history.

## STRATEGY--

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

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective.

2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating command of relevant facts and framework of logical deduction...

- \* Drawing inferences from data*
- \* Differentiating between facts, value judgments, and generalizations*
- \* Differentiating between description and explanation*
- \* Recognizing the role of cause and effect in historical analysis*

To put it another way, successful students will give details and reasons for how and why North America was colonized as it was, and outline the nature of the various colonial experiences. They will appreciate the role of ideas and cultures in the founding of this nation as well as the influence of socio-economic considerations. They will become familiar with some of the controversies and ideas that have driven contemporary investigation of the colonial period.

Successful students also will be able to distinguish between fact and fiction, understand logical argument, detect bias, measure the difference between mere opinion and informed opinion, and gauge prejudice. They will be able to organize and analyze data correctly and meaningfully. They will be able to provide a credible time line of events, and understand the relationships between cause and effect in history.

Students also will build competence in clear, logical, fact-based writings.

## ***COURSE NAVIGATION--***

Essentially, there are two places to go in order to find information and directions for the class. There is the Home Page, with all its links toward the center. Then there is the menu on the left, where the "Modules" (and Grades) can be found. (Also be sure to check Announcements).

Time-wise, the class is divided into four "Modules." Within each of these periods are two "Discussions," which are tied to brief essay assignments. There are a total of eight "Discussions." Here is the schedule for modules and discussions, and for producing your Discussion essays:

Find the "Modules" link on the left menu of the Home Page. That takes you to the online readings and essay assignment for each Discussion period. 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**, on the "Home" page. This will guide your reading through the term for all readings and lectures are listed together by the week.

## **COURSEWORK —**

By the end of the term, you will have finished these assignments and assessments:

1. *Reading weekly textbook and other assignments, as posted on the overall schedule.*
2. *Writing and posting three online Discussion essays and three responses.*
3. *Writing a paper of about 1500-1600 words, due June 10..*
4. *Taking a midterm exam May 11.*
5. *Taking a final exam June 17.*

### ***THREE DISCUSSION ESSAYS...***

You will write three brief (250-400 words) essays. See the Overall Schedule (in "Setting Up") for due dates. Here's the drill:

Each Module gives you two Discussions, each with an essay assignment. You will do the assigned reading for each. Then you will choose one Discussion assignment to write an essay from, and one from which to write a response to another person's essay. For example, in the first module, you have Discussions #1 and #2. You might write an essay for #1 and a response for #2, or vice versa. But you can't do essays for both, or responses for both.

### ***...AND THREE ESSAY RESPONSES***

When you don't post an essay, you will post a response to the essay of another student. Access the appropriate Discussion Essays posting site, read an essay you have chosen, and submit your response of at least 100 words. An essay response is like a critique. It should be at least 100 words long and should express support or disagreement, using facts. Or you may introduce another way to view the issue handled in the essay you are responding to. (Don't just say, "You did a good job. I really liked your essay.")

This means that during the term you will post three Discussion essays of your own and three responses to others' essays--on a total of six submissions for eight Discussions. You choose which three you'll do of each. Essays are graded on a 50-point scale; responses on a 10-point scale.

The paper is due on June 10, a five-to-six-page work about the book [Minutemen and Their World](#).

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

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

|                    |     |
|--------------------|-----|
| Discussion essays: | 25% |
| Paper              | 25% |
| 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  |

### ***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 2 percent per day. This can be avoided if you obtain permission for an extension in advance of the due date and have a compelling reason for that. Note: Discussion essays are graded on a 50-point scale, so the late penalty amounts to 1 point per day.

**Policy #2:** Late work will be accepted up to Final Exam day, and after that only if you have completed at least half of the coursework. 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. Furthermore, a grade of "incomplete" may be granted only if half the work is done by exam time.

**Policy #3:** If a problem prevented you from taking the final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam, and I agreed to reschedule it for you. It will be waived in case of an unforeseen, valid emergency. It will be waived if the problem was the responsibility of myself or of Canvas, but not if it was with your computer or a scheduling problem.

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](mailto:theinric@bellevuecollege.edu). Or call and leave a message at 425-564-2114. I am looking forward to exploring with you the lives and minds that made up colonial America.

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**

**Fall 2013**

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 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 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 and at [http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

### Incomplete

If a student fails to complete all the required work for a course, an instructor may 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 BC 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 end of the seventh week of the quarter (Registration Office, B125). 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.

### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC 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 sixty (60) instructional days following the end of the quarter.

*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals **process**.*