

# **HISTORY 146 – US History I - to c.1812**

Instructor: Dr. Robert Doan

Course: # 5221 OAS

Office Hours: M/W 12-1, and by appt.

Office: B106, Ph.# 3137

E-mail: [rdoan@bellevuecollege.edu](mailto:rdoan@bellevuecollege.edu)

## **Course Description:**

Examines the creation and evolution of the United States beginning with pre-contact native peoples and continuing through the early years of the 19<sup>th</sup> century. The course focuses on key figures, events and eras and explores important themes and issues relevant to the nation's historical development, including Native American societies, colonization, slavery, the revolutionary era, establishment of the Constitution, and the early years of the republic. Students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations. The diverse history of the nation will be emphasized by examining individual cultures, their interactions, and the challenges faced by multicultural America. Courses in the U. S. History series, HIST&146 (formerly HIST 121), HIST&147 (formerly HIST 122), and HIST&148 (formerly HIST 123) may be taken independently and in any order

## **Course Content, Topics and Themes:**

- Principles and Practices of Historical Methodology
- Historical Content
  - Native America
  - Exploration & Colonization
  - European Settlements & Colonial Development
  - Free Labor, Indentured Servants, & African Slavery
  - Puritan Mission
  - British Empire & Colonial Relations
  - 18<sup>th</sup> Century Colonial Society & Economy
  - Seven Years War
  - Colonial Resistance & Revolution
  - Declaration of Independence, Articles of Confederation, & the Constitution
  - Republican Citizenship
  - Early years of the New Nation
  - “Revolution of 1800”, Jeffersonian vision.

This course will familiarize you with the main events, as well as social and political forces, that spurred the European settlement of the western Hemisphere and North America, the effects this had on natives peoples – their accomodation and resistance -- the evolution of British and other European colonies, the revolutionary period, formation of the United States, the federal Constitution, and early issues that shaped the country. In the centuries between Columbus and 1800 the European “Old World” colonized and exploited the Western Hemisphere and devastated its native peoples, and in the process created whole new cultures and civilizations, including through forced labor of Africans. In North America, the British especially used colonies, as they did worldwide, to become the globe's greatest power. But at its height of power, many colonists questioned and resisted British rule, and with French help won their independence. The first years thereafter proved as

tough as the war of independence, and the 'American experiment' seemed in doubt due to internal disputes.

To be sure, we will study all these events. But American history is too often taught in a vacuum. To fully understand how America fits into the world it is necessary to constantly keep in mind the world context in which its developments occurred. This course will seek to do that. In addition, American identity, from its origins to the present, has in many ways been one of "non-Europeanness," that is as a new civilization meant to be a "beacon of light and an example for the world" that adopted the 'best' of Europe while rejecting its 'worst.' But America was not just European transplants, of course, but composed too of African slaves and native peoples. And whether the promise of this vision (individual freedom, equality of justice and opportunity, representative government, etc.) had/has been realized, or is mostly rhetoric, will also be a constant topic of discussion in the course, just as they have always been huge issues among its citizens.

**Philosophy-** Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available during office hours to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

**Additional Learning Objectives:**

1. To relate and compare American developments to global ones.
2. To see and understand opposing views of controversial issues of our society.
3. To perceive how different ethnic, racial, regional, and socioeconomic groups can and do have conflicting views of the same issue.
4. To identify the broad themes and forces at work in American society in the colonial era.
5. To hone the skills of reading comprehension, clear writing, and useful note taking.
6. To advance critical thinking (including of the text, instructor, and "American values")
7. To develop basic library and research skills.

**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION  
Spring 2012**

**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.

### 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 secretaries 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.

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*\*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.*

## Academic Integrity:

1) **Plagiarism** – **Special Note:** For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from the text or other published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. If egregious it **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what is plagiarism. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

No Plagiarism or cheating will be tolerated. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade and perhaps a 0 for the course if the violation is flagrant.**

For a description of plagiarism see the statement by the American Historical Association <<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:  
[http://guides.library.fullerton.edu/historians\\_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm](http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm)

Additionally, check out the following links to make sure there is no confusion relating to this topic:

University of Washington – Bothell Library

<http://www.uwb.edu/library/guides/research/plagiarism.html>

<<http://library.csusm.edu/plagiarism/>>

<[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)>

<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

## **GRADING**

On tests and quizzes, I will basically grade on the following numerical system:

A = 88%-100%	(A-/3.7 = 90%, A/4.0 = 94+%)
B = 77%-88%	(B+/3.3 = 84%, B/3.0 = 81%, B-/2.7=78%)
C = 65%-77%	(C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 52%-65%	(D+/1.3 = 62, D/1.0 = 57)

The individual portions of grading include the following:

### **Exams:** 30%

There will be two blue book exams, a midterm and a final. Check the class Calendar for dates.

- **Final** not cumulative - combination of objective, identification and **essay questions**
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- Study sheet (from list of terms) and essay questions given out approx. one week before.

Identification terms ("IDs" or "Short Answers") will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points

Essay questions will require longer answers (at least 2-4 pages) that are well organized, clear, and supported by evidence. There will also be several (no more than 10) objective questions on exams. Worth 20-30% of test at most.

### **Quizzes:** 22%

There will be three quizzes based on readings and lectures. Quizzes will be primarily objective (T/F, Multiple choice, matching), usually between 10-15 in total, as well as 1 or 2 Short Answers, and PERHAPS a few **map** questions (Im still deciding) .

IDENTIFICATION/SHORT ANSWERS. On EXAMS and QUIZZES you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Drawn from list of terms (those with an \*. Those without related to objective questions)

### **Final Paper:** 15%

Due near end of quarter (see calendar). Topics and possibilities will be discussed ASAP.

- Will involve research on a topic of your choice (with my approval), or answering reflective questions I pose around mid quarter.
- Grammar and spelling count, as do organization and clarity.
- 2-4 pages, double spaced
- Requires bibliography (minimum 3 sources beyond text and Wikipedia or other .com)
- And at least 4 **internal citations**, from a minimum of two sources (more preferred), including at least one primary source (two is better).
- Will turn in a draft AND critique at least two drafts of others. Not doing either will result in up to a 10% deduction in paper grade (late submissions up to 5% deducted)

## Discussions 33%

There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings (For example, from 9/22 through 9/29 you will read Ch. 1 up to page (p.).25. On Mon. Sept. 29 answers will be due based on those readings, and on Thurs. Oct. 2 responses to others answers will be due. Then, the next week – Oct. 1-6 -- you will be reading week 2 readings, whose questions will be due Mon. 10/6 and responses due on Thurs. 10/9, and so on. You are to choose one of the questions I pose and **answer** it in c. 400-500 words. These answers will ***always*** be due *Monday evenings*. And **responses** to other persons' answers will always be due Thursday evenings. These responses should be c.150-200 words each. You are required ***only*** to **answer 4** weekly questions (2 by mid quarter, and 2 after, though you may do a fifth one to replace a bad score). Each will be worth 25 points; AND post a **5 total responses** – at least 2 before Midterm, and 2 after. Of those 5 responses, at ***least 3*** (or more) must be to a question you did not answer, AND ***must*** be posted in a week you didn't post an answer. These are worth 10 points each (may also post a 6<sup>th</sup> to replace a bad score) But ONLY ONE response per week will be fully scored (though you certainly may post more than one in a given week) Thus, you ***MUST post something***, either an answer, a response to someone else's, or both) in **at least 7 different weeks**. Thus, Answers are worth a total of 100 points, and responses worth a total of 50, for a maximum of 150 possible Discussion points. Any confusion (and I expect there may be) about this me know ASAP via email.

## Grading Recap:

Exams -----	-- 30%
Quizzes -----	-22%
Research Paper -----	15%
<u>Discussions -----</u>	<u>33+%</u>
	<b>100+%</b>

**TEXTBOOK: The AMERICAN STORY** 978-0-205907366  
ed. Divine, Breen, et. al. Penguin-Longman

**DOCUMENT SOURCES: Voices of America: Past and Present** vol. I  
978-0321411617 (Bundled with Text in Bookstore)

**Plus Occasional Posts and VIDEOS**

**Calendar of Readings and Assignments.** Italics refers to Paper/Presentation dates. T: = Text readings, S: = Source Book. Also see Course site Calendar. If you notice any discrepancies, let me know.

<b><u>Week of</u></b>	<b><u>Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<b>Sept. 22-28</b>	Introduction/Background Native American Cultures, Spanish/Portuguese Exploration to Conquest	T:Ch 1 to p.24 S: #1.1, 1.2	<b><u>Get books and Read!</u></b>
<b>Sept 29- Oct. 5</b>	Effect of Spanish Conquests, Reformation, North American Settlement in Chesapeake	T: Rest of Ch. 1, AND pp. 38-50 S: #1.3, 2.1, 2.2	Week 1 Answers (9/29) and Responses (10/2) due
<b>Oct. 6-12</b>	Settlement of New England and Middle Colonies	T: Rest of Ch. 2, up to p. 66. S: 2.3, 2.4	<b><u>Quiz 1 – 10/8-12</u></b> Week 2 Answers and Responses
<b>Oct.13-19</b>	Southern Slavery, Northern Society in late 17 <sup>th</sup> c.	T:Ch. 3 to p. 94, + pp. 67-72 S: 3.3, 3.5, 4.5	Week 3 Answers and Responses
<b>Oct.20-26</b>	Colonial Economy and Society: Growth and Conflict.	T: Rest of Ch. 3, and pp. 108-127 S: 3.1, 4.3, 4.4	<b><u>Quiz 2 -- 10/23-26</u></b> Week 4 Answers and Responses
<b>Oct. 27- Nov. 2</b>	Defending an Empire, 7 Years War leads to resentment	T: Rest of Ch. 4, + pp. 145-156 S: 5.1, 5.3	<b><u>Midterm Exam – 10/29- 11/2</u></b> Week 5 Answers and Responses
<b>Nov.3-9</b>	Tax Rebellion, to Independence and War	T: pp. 153-74 S: Posts	Week 6 Answers and Responses <i>Topics to me</i>
<b>Nov. 10-16</b>	End of Rev. War, Post-War Changes/Crises, to Constitution.	T: Rest of Ch. 5, and pp. 184-208 S: 6.1, 6.4, 6.6	<b><u>Quiz 3 – 11/13-16</u></b> Week 7 Answers and Responses
<b>Nov.17-23</b>	Constitutional Debates and Ratification , Washington Admin. and Political Conflicts	T: Rest of Ch. 6, and pp. 222-33, S: 6.2, 6.3	Week 8 Answers and Responses
<b>Nov.24-30</b>	Foreign Conflicts, Adams and Early Jefferson Eras Federalists vs. Republicans	T: Rest of Ch. 7, + pp.262-66 S: 7.1, 7.2	<i>Drafts Due - 11/24</i> Week 9 Answers and Responses <i>Critiques Returned – 11/28</i>
<b>Dec.1-7</b>	Jefferson/Madison Era, War of 1812?	T: Rest of Ch. 8 – pp. 256-61,267-76 (maybe pp. 277-83?) S:8.2, 8.3	<b><u>Papers Due – 12/2</u></b> Week 10 (and perhaps optionally week 11) Answers and Responses
<b>Dec. 8-10</b>	Final Exam		<b><u>FINAL EXAM – 12/8-10</u></b>

