

History 147 Online Class

U. S. : First Century of Independence

Dr. Tim Heinrichs

Syllabus for Spring, 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 20th 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 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?

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 *change 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

COURSE REQUIREMENTS--

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

Jack Larkin, *The Reshaping of Everyday Life, 1790-1840*. This is a history of how people lived and why. What was life like in the early 19th century? How did people experience change? When did morning coffee become almost universal, and why? What did their houses reveal about their values?

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 all its 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 three "Modules." Within each of these periods are two "Discussions," which are tied to brief essay assignments. There are a total of six "Discussions." 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 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**, 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.

Each Discussion has an essay assignment (of 250-400 words each). During the term you will write **three** of these essays, **one from each Module**. You choose which of the two Discussions within each Module you will write the essay from. For example, for the first Module you could follow either the first discussion Assignment or the second. For a Discussion whose essay you decide not to write, you will do the the reading anyway. You will then **write a response** to the essay of another student in that Discussion. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view.

During the term you must post three brief essays of your own and three responses to others' essays. NOTE: it also 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.

Good example: Brittany wrote an essay for Discussion #1, so for Discussion #2 she wrote a response to Tyler's Discussion #2 essay. For Discussion #3 she wrote a response to Jason's Discussion #3 essay, then wrote her own essay for Discussion #4.

Bad examples: Because he thought that essays always get more points than responses, Jonathan submitted only essays and no responses. Tyler wanted to get as much of the writing done at once, so he did both an essay and a response for Discussion #1. Jessica decided that she was too busy to write essays, so she submitted three quickie responses in a row. Jillian tried to make up her own question to answer, which was a combination of four questions. Josh didn't think he could write a really good essay if he had to use the assigned sources, so he wrote an essay based on a page from the textbook plus a handy online piece of work called *aquickhistoryofeverything.com*

Exams and quizzes

There will be a midterm exam (**May 11**) and a final exam (**June 17**) 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 ten days before each exam, you will get a preparation letting you know what to expect. In addition, there will be frequent multiple choice quizzes.

Every two weeks or so, you will take a multiple choice quiz of 10-12 questions.

Term Paper

You will also be responsible for a 1,400-word paper, due on **June 10**. It will concern the Reshaping boo and the McGuffey. The assignment will be accessible from the "Home page."

Extra Credit work may be announced from time to time.

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 failed to complete and turn in more than one of the following: final exam, midterm exam, term paper of the coursework by the day of the final.

Policy #3: If you miss an 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.

COURSE GRADING--

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

Discussion essays & responses	20%
Term paper	20%
Midterm exam	20%
Final Exam	20%
Quizzes	20%

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

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.

Below are the divisional standards:

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.