

HISTORY 146 – US History I - to c.1812

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Course: # 5219 B

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Office Hours T/Th 10-11 am, and by appt.

Course Description:

Synthesizes the European heritage and colonial experience and their effect on American ideas and institutions. Students examine the War of Independence and formation of the Federal Union. Other topics include religion, mercantilism, westward expansion, and Anglo-American republican thought. May be used as social science or humanities credit, not both, at BC.

Examines the creation and evolution of the United States beginning with pre-contact native peoples and continuing through the early years of the 19th 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.

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.

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
 - 18th 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.

Outcomes:

After completing this class, students should be able to:

- Through written essays and verbal class discussion, successful students will analyze relevant causes and effects in addressing such questions as how the social structures of North America tribes stemmed from the environment; what motivated early settlers to brave the dangerous Atlantic crossing to settle in a new land, what patterns produced social and political structures characteristic of Virginia, Massachusetts, Pennsylvania, and other colonies; why slavery arose primarily in the South; why Americans became increasingly tied to England around 1700; why new economic realities created a more complex and differentiated society; why the First Great Awakening produced divisions in American society and politics; why the French and Indian War led to the imperial crises; why the republican ideology became so influential in America; why the colonists won their war of independence from Britain; why postwar problems led to a demand for a Constitution; why the dangers of foreign war and domestic conflict led to a two-party system.
- Successful students will present accurate timelines in written narrative forms (in written and oral analysis), such as exams or extended essays (including oral discussion, tests, and papers). They will be able to compare when colonies were established and understand the chronology of growth and development. Assisted by understanding of the other events, successful students will place in proper context social-cultural movements such as the Great Awakening, conflicts such as the Revolutionary War, and the presence of individuals who helped shape events.
- Successful students will understand and describe the impact on political developments and social relations of major cultural trends and patterns, such as English cultural patterns, Calvinism, the Great Awakening, and the Enlightenment. Successful students will also describe and explain the role played by significant events and individuals, such as the early settlements, John Winthrop, Ann Hutchinson, Nathaniel Bacon, the English civil war and Glorious Revolution, the series of Franco-British wars, the Indian wars, John Wesley, Jonathan Edwards, the imperial crisis, Shays' Rebellion, and the framing of the Constitution.
- Successful students will evaluate evidence and construct cogent, logical arguments in response to questions of both interpretation and content on such items as those listed above, thereby demonstrating the use of evidence in historical study. They will display this ability on written exams, assigned essays, and in class discussions.

- Successful students will investigate primary source materials including diary excerpts and narrative accounts of the conditions of life in early America, learning to assess them in historical context and bringing analysis of the sources to bear in such questions as those listed above.
- Successful students will recognize historiographical debates and problems such as the reasons for the rise of slavery, the extent of feminine submission in colonial America, the reasons for the American Revolution, and the motives of the framers of the Constitution.

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.

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.

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”).

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.

F Grade

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

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.

**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

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

TEXTBOOK: The AMERICAN STORY 978-0-205-72897-8
ed. Divine, Breen, et. al. Penguin-Longman

DOCUMENT SOURCES: Voices of America: Past and Present vol. II 0-205-52152-5
(Bundled with Text in Bookstore)

Plus Occasional Posts and VIDEOS

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:

Grading Overview:

Exams (2) -----	35%
Quizzes (3) -----	30%
Synopsis -----	10%
Paper/Presentation -----	15%
<u>Discussion/Participation ---</u>	<u>10%</u>
	100%

EXAMS: 35%

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

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

Identification terms (“IDs”) 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. For EXAMs 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. Worth between 40-50% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams. There will also be several (no more than 10) objective questions on exams. Worth between 20-30% of exams.

Make-up exams will not be given except under certain circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam, or ASAP afterwards (and BEFORE the next class).**

Quizzes: 30%

There will be three quizzes based on readings and lectures. Quizzes will be primarily objective questions (T/F and Multiple choice), usually between 10-15 total, **map questions**, as well as 2 or so ID short answers (see exams above for explanation).

Synopsis 10%

This is an assignment that requires reading relevant sections of text book (and perhaps other materials) and then writing a concise synopsis and interpretation of what you have read.

- Answers to Questions handed out periodically during quarter.
- You are **ONLY** required to turn in **one synopsis** (see calendar with your group).
- Different groups will be assigned different questions with different due dates.
- For full credit all **MUST** be turned in ***before*** material is discussed in class.
- Each should be about 1-2 typed pages long (but NOT over two, and NOT single spaced. Too long *may* induce penalties, as will late papers progressively. No more than a week late allowed).
- Must be as grammatically correct and understandable as possible.
- **MUST** include **internal citations**, at least 3, of which 2 min. from the text.
- Be prepared to share the information in your synopsis with class.

Paper/Presentation: 15%

You will work collaboratively in pairs (with a partner, likely from groups assigned early in quarter) to produce a paper and class presentation on a topic of your choosing – either a broad overview of 20th c. on some theme, or of a narrow research topic. Lists and explanations of possible topics will be passed out a few weeks into quarter. All will be due during last week of class (This is SEPARATE from final exam). There also will be periodic due dates for topics,

drafts, and commenting on the drafts of others. See syllabus for due dates. Preliminary tasks are worth collectively 15% of the assignment grade. For those doing a narrow research topic you MAY opt to give an in depth presentation (c. 12-15 minutes) worth 65% of grade AND a *detailed* outline of what you researched worth 35%. For all others the paper is worth 70% of this grade, and you will give a short (c. 4-7 minutes) talk on what you wrote on, worth 30%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources and a bibliography of 3+ sources.
- MUST have at least 6 internal citations from you three sources, of which text book and Wikipedia do NOT count.
- Grammar and spelling count, as do organization and clarity.
- You are REQUIRED to come visit me in my office to discuss this paper at least once

Class Discussions/Group Participation: 10%

There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

- Expected to attend class as often as possible.
- Participation includes regularly answering my questions, asking questions, engaging in discussion, and especially participating in regular group discussions/exercises.
- **Encouraged:** A visit to my office during first few weeks of quarter to discuss parameters and expectations of the course. 2 or 3 at a time is best, so grab a friend.

Extra Credit:

The **only** extra credit allowed is either a second synopsis (at my discretion only!!) OR a short (2-3 minute) oral description to the class about a relevant article or book you have read. These *may* (no promises) raise your final grade one notch (3.5 to 3.6).

Calendar of Readings and Assignments. *Italics* refers to Paper/Presentation dates. T: = Text readings, S: = Source Book readings (subject to adjustments)

DATE	TOPIC	READINGS	ASSIGNMENTS
T: Apr. 8	Introduction/Background Native American Cultures,	T:pp. 1-8, 15-18	Get books and start reading!
Th: Apr. 10	Spanish/Portuguese Exploration and Conquest	T:pp. 9-15, 19-26 S: #1.1, 1.3	
T: Apr. 15	Reformation, English Settlement in Chesapeake	T:pp. 27-34, 38-48 S: #2.1, 2.2	
Th: Apr. 17	Settling New England and Maryland	T:pp. 49-60 S: #2.3, 2.4	Group 1 Synopsis
T: Apr. 22	Middle Colonies and Deep South	T:pp. 60-70	Text Quiz 1
Th: Apr. 24	Northern Society in late 17 th c.	T:pp. 76-83, 94-97, 100-103 S: #3.3	Group 2 Synopsis <i>Pairs Selected</i>
T: Apr. 29	Southern Society and Slavery in late 17 th c.	T:Rest of Ch. 3, +pp. 71-72 S: #3.1, 3.5, 4.5	
Th: May 1	Colonial Economy and Society in early 18 th c.	Ch. 4 to p. 123 S: #3.2, 4.1	Text Quiz 2
T: May 6	Great Awakening, Imperial Wars and Government	T:Rest Ch. 4	Group 3 Synopsis
Th: May 8	Debt, Start of Tax Resistance	T:pp. 140-41, 145-155	MIDTERM EXAM
T: May 13	From Resistance to War	T: pp. 156-69 S:#5.1, 5.3	<i>Topics Selected</i>
Th: May 15	Revolutionary War	T: Rest of Ch. 5 S: Handouts	<i>Begin meeting with me</i> Group 4 Synopsis
T: May 20	Post War Changes	T:Ch. 6 to p. 202 S:#6.1, 6.6	
Th: May 22	Post War Troubles, Constitution	T:Rest of Ch. 6 S: #6.2, 6.3	Group 5 Synopsis
T: May 27	First Washington Admin.	T:pp. 222-33 S: #6.7	Text Quiz 3
Th: May 29	Second WA Admin	T:pp.233-43 S: #7.1	
T: June 3	Adams Admin	T: Rest of Ch. 7 S: #7.2	<i>Drafts Due</i>
Th: June 5	Jeffersons Admin.	T: Ch. 8 to p. 274 S: #8.2	<i>Critiques Returned</i> Group 6 Synopsis
T: June 10	Madison and War of 1812	T: Rest of Ch. 8 (at least to p. 280) S: #8.3	
Th: June 12	Presentations		PAPERS DUE PRESENTATIONS
T: June 17	FINAL EXAM		FINAL EXAM

Oct.21-27	: Growth and Conflict.	T: Rest of Ch. 3, and pp. 108-127 S: 3.1, 4.3, 4.4	<u>Quiz 2 -- 10/24-27</u> Week 4 Answers and Responses
Oct. 28- Nov. 3	Defending an Empire, 7 Years War leads to resentment	T: Rest of Ch. 4, + pp. 145-156 S: 5.1, 5.3	<u>Midterm Exam – 10/30- 11/3</u> Week 5 Answers and Responses
Nov.4-10	Tax Rebellion, to Independence and War	T: pp. 153-74 S: Posts	Week 6 Answers and Responses <i>Topics to me</i>
Nov. 11-17	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	<u>Quiz 3 – 11/14-17</u> Week 7 Answers and Responses
Nov.18-24	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 (<i>11/22</i>)
Nov.25-Dec.1	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 - 11/25</i> Week 9 Answers and Responses <i>Critiques Returned – 11/30</i>
Dec.2-8	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	<u>Papers Due – 12/4</u> Week 10 (and perhaps optionally week 11) Answers and Responses
Dec. 9-11	Final Exam		<u>FINAL EXAM – 12/9-11</u>

