

*History 146 Online*

# U. S. : From Exploration to Independence

Dr. Tim Heinrichs

Syllabus for Autumn Quarter, 2012

## **TO CONTACT:**

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

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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 do-able 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 the relationship between his ideals and his policies.

## COURSE REQUIREMENTS--

### Books—

\* Robert A. Divine, T. H. Breen, et al, *The American Story*, Complete Edition (Pearson Longman, 2010; Fourth Edition; ISBN--0205728944). 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.

\* Additional reading assignments are available in "Lectures & Discussions" on the "Assignments" page; it carries class lectures and other assignments week by week. Our textbook publishing company, Pearson, has put together a set of resources on which these assignments will be based. You need to register for it after you get your copy of American Story. After reading the instructions ("About Online Access") on the Home Page, access the link from the Home Page or [here](#). The Pearson site will direct you to MY HISTORY LAB, which gives you access to assigned readings (under "Documents") . It will also lead you to my class link, which will take you to the HEINRICHS HOUSE OF HISTORY, which is under construction (but has some fun videos available and course materials for other classes).

### 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 understand how and why North America was colonized, and the nature of the colonial experience. 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 the 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 the written expression of ideas.

COURSEWORK —

Go to the "Assignments" page (accessible from the **Home Page**). Be sure to look at the "Overall Schedule," which has the due dates for everything.

The **paper** assignment is located there, too. This 5-6-page paper (due December 3) will be based on the assigned book Minutemen and Their World, which is a fascinating study of what was going on in the lives and society of the people of Concord, Mass. at the time of the Revolution

You will also find the access to Lectures, which are by my colleague, **Dr. Graham Haslam**, a specialist on British and American colonial history.

You will also find the Discussion assignments there. One central element of the course is the four Discussion essays and four discussion responses you will write (the first is due **September 28**). When you do these Discussion assignments, follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. (For discussions, it's good for everyone to be, literally, "on the same page.") After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon and not by email. Each essay should be 250-400 words. See the table below or consult the overall schedule in "Assignments" for the deadlines, which fall on Tuesdays and Fridays.

(For guidance on writing these Discussion Essays, see "**Writing Good Discussion Essays**" on the "Practical Help" page, which is access1ble through "Welcome and Setup.")

When you don't post an essay for a Discussion, you will do the assigned reading anyway and post a **response** of at least 75 words to the essay of another student. (See the schedule below for due dates.) Find other students' essays through each Discussion assignment's **Post** icon. Your response should directly answer the argument or explanation of the essay you are taking on. You don't need to waste space congratulating the person on how much you liked the essay, but agree or disagree with what is in the essay (or someone else's response on the thread). Express agreement or disagreement, and reasons for your view.

This means that during the term you will post four Discussion essays of your own and four responses to others' essays--on a total of eight submissions for eight Discussions. You choose which four you'll do of each. Essays are graded on a 25-point scale; responses on a 5-point scale.

See the Overall Schedule ( in "Setting Up") for all assignment due dates.

**NOTE:** Unfortunately, when you get a grade for your response, it'll read something like 4 or 5 "out of 25." That sounds worse than it is. Don't fret. It's really out of 5. Vista won't let me pool essays and responses with different "out of \_\_" numbers. Instead, all grades say, "Out of 25." Please bear with me.

**NOTE:** **You must spread your essays and essay responses through all eight discussions.** That means that there is **no credit** for posting a response on a Discussion for which you have already submitted an essay. That does not mean just the same question, but the entire Discussion of the week.

For example, if you submit an essay by an essay due date, a response submitted for the next response due date three or four days later is welcome, but will not get any credit.

From the Home Page you can go to "**Testing**." The page is empty now but won't always be. There will be two exams, each about two hours, on these dates: **October 29** and **December 6**. They are open book, and you will take them online. (You are responsible for having access to a functioning computer on test days, so plan ahead.) The tests will have multiple-choice and essay questions and will be based on the text and the lectures. There will be preparation sheets for each listing possible questions.

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 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 and have a compelling reason for that. Note: weekly essays are graded on a 25-point scale, so the late penalty amounts to .5/25 per day (up to a maximum of 2.5/25).

**Policy #2:** No work will be accepted after Final Exam day if you have not completed at least half of the coursework by the day of the final. 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, and no incomplete grade will be granted.

**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 Vista, but not if it was with your computer or a scheduling problem.

**Policy #4:** The “I” grade, if granted, has to be fulfilled during the next term or it will automatically change to F.

If you’re ever not sure you’re on top of it all, if you have any questions about the course, ask questions by WebCT 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.