

*History 147 Online*

# U. S. : First Century of Independence

Dr. Tim Heinrichs

Syllabus for Summer, 2012

## ***TO CONTACT:***

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

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## **WELCOME--**

In tracing the story of the United States from young nationhood to the early 20<sup>th</sup> century, **HISTORY 147** has three main themes of change: the evolution of American politics, territorial and economic expansion, and the interaction of social and intellectual change.

What a story that is!

At the dawn of the 19th century, the United States was a small band of states huddled on the Atlantic seaboard and numbering four million souls. Its farm population outnumbered city people more than ten to one. With only primitive transportation and easy availability of British manufactured goods, it looked as if Americans would never develop more than a backward colonial economy. Recognizing that with a population the size of Ireland's, the United States could only be a mosquito among the Great Powers, our first two Presidents had to struggle to steer clear of dangerous involvement with France and Britain in their worldwide struggle for dominance.

Thomas Jefferson took over the American presidency in the first year of the new century. A brilliant thinker, this author of the Declaration of Independence had battled fiercely against schemes that would build the nation's economy and the reach of government. But Jefferson was caught in a contradiction that Americans have shared: a longing to preserve the rural virtues of the past, versus a love for technology and a taste for expanding the country into a vast "Empire of Liberty." As President he doubled the nation's domain and took crucial steps that would usher in the Industrial Revolution and stupendous economic growth.

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?

As we 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. But 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 is unstable by blowing up your work station. But you can't repeat history that way. Instead, historians--like lawyers--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. 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.

## 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.

\* Various authors, *Voices of America, Past And Present*, Vol. 2 (Pearson Longman). This contains some of the readings also available from My History Lab (see below). It comes free with the textbook and is not required

\* Elliott J. Gorn, ed., *The McGuffey Readers: Selections from the 1879 Edition* (ISBN: 0-312-13398-1). From the 1830s to the 1920s millions of youngsters were educated, socialized, and morally uplifted by these comprehensive readers. This provides an excellent window into assumptions and belief systems shared by millions of Americans in the 19th century.

\* "My History Lab." 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. This comes automatically with the purchase of a new *American Story* from the BC Bookstore, but must be bought separately if not, **SEE THE INSTRUCTIONS** ("Pearson Portal Directions") on the **HOMEPAGE**.

### *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*

### *COURSEWORK—*

Be sure to look at the "**Overall Schedule**," located on the "**Assignments**" page (accessible from the Homepage). This has the due dates for everything. Note that the term is divided into five "Discussions" of about nine days each, and each culminates in a brief **Discussion essay**. These essays are to be based on the MHL primary readings as well as on the Lectures and textbook. Find the "**Lectures & Discussions**" link on the Home Page, which takes you to the Discussion essay assignments from "My History Lab," the Pearson publishing company's store of historical documents. You will also find the essay assignment that goes with each "Discussion."

Access the Discussion assignments, and follow directions for the listed readings and brief essays. After doing the reading, you choose one



essay question to answer from the Discussion Assignment. Submit your essay through the Discussion’s “Posts” icon. Each essay should be 250-400 words. There are five Discussion essay assignments. During the term you will choose four of them and write essays by the deadline given for each. On the weeks when you don't post an essay, you will do the week's reading anyway.

During the term you will post, in addition to your own essays, four **responses to essays** by other students. These must be on four separate weeks. (See the schedule for due dates.) Find other students’ essays through each Discussion Assignment’s Post icon. Each response should be at least 75 words long and should express agreement, or disagreement, and reasons for your view.

Essays are graded on a 25-point scale; responses on a 5-point scale. **NOTE:** unfortunately, when you get a grade for your response, it'll read something like 4 or 5 "out of 25." Don't come unglued. It's really out of 5. Vista won't let me pool essays and responses with different "out of \_\_" numbers. Instead, even response grades say, "Out of 25." Please bear with me.

The following is this term's schedule of due dates for essays and responses for each Discussion (remember that you will write four essays and four responses:

Assignment	Due Date
<b>Discussion #1 Essay</b>	Tuesday July 3
<i>Discussion #1 Response</i>	Friday July 6
<b>Discussion #2 Essay</b>	Thursday July 12
<i>Discussion #2 Response</i>	Monday July 16
<b>Discussion #3 Essay</b>	Tuesday July 20
<i>Discussion #3 Response</i>	Friday July 23
<b>Discussion #4 Essay</b>	Thursday July 30
<i>Discussion #4 Response</i>	Monday August 3
<b>Discussion #5 Essay</b>	Thursday August 6
<i>Discussion #5 Response</i>	Thursday August 9

In addition to the brief essays and responses, you will compose a six-page paper (due **August 4**), following a sheet provided under "Assignments."

There will be two exams, each about two hours, on these dates: **July 18** and **August 9**. 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, located in "Testing."

**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).

If you miss the midterm or final exam for some legitimate reason, all is not lost. However, if you don't contact me and take the test right away, you will lose 10% right away and another 10% after a week.

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.



*GRADING--*

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

Discussions:	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

If you’re ever not sure you’re on top of it all, if you have any questions about the course, ask questions by the class 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 19th-century America, an era that seems so familiar and yet exotic at the same time.

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.

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\* 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.