

Course Syllabus

History 147

COURSE SYLLABUS

Basic Information--

To Contact Dr. Heinrichs:

Office hours: Monday & Wednesday 11:00-12:15 OR BY APPOINTMENT in A-100B

Address: Social Science Division, Bellevue College 3000 Landerholm Circle Southeast, Bellevue , WA 98007

Phone: (425) 564-2114

E-mail: theinric@bellevuecollege.edu

Welcome--

In tracing the story of the United States from young nationhood to the early 20th 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!

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?

As we evaluate such events as the Battle of New Orleans, the construction of the 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.

Reading Requirements--

* Robert A. Divine, T. H. Breen, *et al*, *The American Story*, Complete Edition (Pearson Longman, 2012; Fifth Edition. This is the main text.

* Additional readings will be made available for brief papers. There are resources on which brief writing assignments will be based.

Under "Lectures" you will find my own commentaries. See the assignments or schedules for when they are due.

Strategy--

At the conclusion of this course, successful students will be able to:

1. Explain the difference between primary and secondary sources in studying history.
2. Explain the significance of key people, facts, and events of the period under study.
3. Demonstrate the importance of traditions of thought and ethical values for historical change
4. Expand their vocabulary
5. Evaluate historical arguments, judging the appropriateness of both logic and content advanced by the sides of the controversy
6. Draw inferences from data.
7. Differentiate between facts, value judgments, and generalizations.
8. Differentiate between description and explanation.
9. Recognize the role of cause and effect in historical events and processes.

Successful students will give details and reasons for how and why North America was colonized as it was, and outline the nature of the various colonial experiences. 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 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 clear, logical, fact-based writings.

Coursework—

A Discussion Essay and a critique.

During the term there will be **two** essay assignments--and you will choose and write **one** of them (1,000-or so words). They will be based mainly on primary source materials. "Primary sources" are the raw materials of history--the original writings and hard evidences such as diaries, letters, personal recollections, land titles, etc. "Secondary sources" are what scholars do to present and interpret the primary sources. They include books, magazine articles, and history television shows.

Repeat: you will write one essay--and only one--from two assignment possibilities during the term. For the assignment **in which you do NOT write an essay**, you will do the reading assignment anyway. Then you will read, and write, a critique (400-500 words) of another student's essay. In your critique you will follow a rubric and will express agreement, or disagreement, and reasons for your view. Due dates for these essay assignments will be February 8 (first assignment); and March 2 (second assignment). Deadlines for the critiques will be about a week later--February 15, and March 9.

Two Exams

There will be a midterm exam (**February 13**) and a final exam (**March 21**) of about two hours each. You take each test online. The tests will include both multiple-choice and identification questions.

About a week before each exam, you will get a description of the exam letting you know what to expect.

Two Exams

There will be a midterm exam (**February 13**) and a final exam (**March 21**) of about two hours each. The test will have multiple-choice and identification questions. About a week before each exam, you will get a description of the exam letting you know what to expect.

COURSE GRADING--

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

Discussion essay	30%
Critique	20%
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:

93-100%	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

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates.. Here are policies governing late work.

Policy #1: No assignments will be accepted after December 14. No incompletes will be granted except in a verified emergency.

Policy #2: Up to then, late discussion essays (but not responses) and late papers are accepted, but with a penalty of two percent per day. This can be avoided if you obtain permission for an extension in advance of the due date

Policy #3: If you miss an exam for some unavoidable reason, all is not lost. But you must contact me and take the test by the following day.

Below are the standards of the Social Science Divisions:

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.