

Bellevue College

HIST& 147: History of the United States in the 19th Century

Spring 2016



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with the syllabus.

Make sure you read it! There will be a quiz!

Instructor: Dr. Brian Casserly

Office Hours: Mondays and Fridays, 11.30am – 12.20pm; TWTh, 10.30 – 11.20am; and by appointment. My office is in D-110 (the main Social Sciences office)

Contact Information: Phone: (425) 564-3140
E-mail: brian.casserly@bellevuecollege.edu (best way of contacting me)

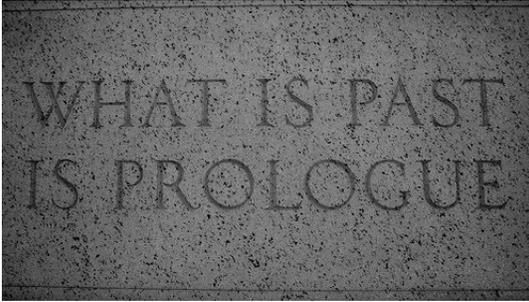


“With the historian it is an article of faith that knowledge of the past is a key to understanding the present.” Kenneth Stamp

“History is, in its essentials, the science of change.” Marc Bloch

“[historians] are the professional remembrancers of what their fellow citizens wish to forget.” Eric Hobsbawm

INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST& 147! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in U.S. history from the late 1700s to the end of the 19th century.

Over the course of the quarter we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve studying major historical changes and developments to figure out why these occurred and what their significance was. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, speeches, song lyrics, government documents, newspaper and magazine articles, and photos, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important to understand that interpretations of the past are not static. Historians expect that newly discovered artifacts, newly discovered documents, and new approaches to studying history will change our perceptions of the past.

We will also be concerned with content. Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of the United States from shortly after its establishment as an independent nation to the end of the 19th century. We will be emphasizing several interconnected themes over the course of the quarter:

- Economic, political, social, territorial and demographic changes and their connections to issues such as efforts to reform American society and to relationships among different groups of people (Native Americans, African Americans, immigrants, and white Americans).
- Changing ideas about who was entitled to full participation in American society.
- The international context of developments in North America.

Your responsibility over the quarter is to attend and participate in class, complete all readings and assignments on time, and become familiar with the narrative of U.S. history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

This class meets daily. This is not a distance learning class! We will cover material during class meetings that is not covered in the books or readings and which is not available online. Some of this material will be included in exams, quizzes and other assignments.

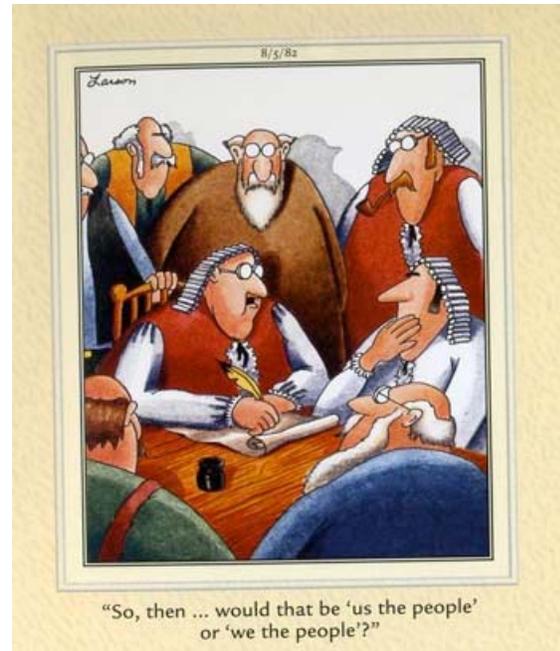
Regular attendance in class is required and is essential if you are to receive a passing grade.

I am available to meet with you individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course. Feel free to drop by to talk about anything related to the course or history more generally. Outside of office hours, E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. You should expect a longer response time to e-mail sent on the weekends.

Class materials are available through Canvas – go to <http://bellevuecollege.edu/canvas/> and look for the link to HIST& 147.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, I can only communicate with you via e-mail though your Bellevue College e-mail accounts or Canvas's e-mail system.

I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.



LEARNING OUTCOMES ADDRESSED:

At the end of the course successful students should:

- Have improved their ability to analyze and critically evaluate primary and secondary sources.
- Have developed their ability to communicate effectively both orally and in writing.
- Be able to articulate the influence of gender, class, and race on historical developments in U.S. society over the course of the nineteenth century.
- Be able to evaluate the significance of slavery, industrialization, territorial expansion and conflict in shaping the United States in the nineteenth century.
- Be able to identify and assess the causes and consequences of major political, economic, social, and cultural developments in the United States during the nineteenth century.

HOW TO BE SUCCESSFUL IN HIST& 147:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to.

The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to

collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc.

The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to visit me during my office hours to discuss anything related to class, or if you wish to talk about history as a discipline or major, or about college more widely. You can also make an appointment to meet with me if my office hours don't work for your schedule.

- **Come to class and be on time**
 - Research shows that students who miss class tend to do significantly less well than those who come to class regularly, so attend all classes and actively participate in discussions. I will take attendance everyday – **if you do not attend class you will not be able to receive credit for class attendance or participation.**
 - Arriving late or leaving early is a bad idea. It is disruptive to the class and shows a lack of courtesy for your fellow students and myself. It also means that you will miss valuable class material important to your success in the class. If you are late to class you will **NOT** receive credit for attendance that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, documented medical issues, etc. but you **MUST** discuss this with me in advance.
 - Class powerpoint outlines are **NOT** available online and I do not provide them to students who miss class. If you are absolutely unable to attend a class, you are responsible for obtaining notes from a fellow student and making up all work covered during your absence.

- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
 - **Take notes in class!** What we focus on in class will be the subject of assignments and exams and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.

- **Complete assignments on time**
 - Complete assignments and submit them on time - at the beginning of class on the due date. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded exams and papers returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this

syllabus).

- **Behave appropriately and with respect**
 - Your behavior in class must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class. That means you must arrive to class on time and not engage in private conversations, texting, reading unrelated material, or other disruptive or disrespectful behavior in class.**
 - Laptop computers, tablets and other electronic devices should be used for class work only. **If it's not being used for class work turn it off and put it away!**
 - Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the ideas you hear in class, in the readings, and from other students but you must do so in a respectful and courteous manner. Keep your comments to the issues and the evidence NOT the person!
 - For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will be asked to leave and may be reported to the Dean of Students for possible disciplinary action.

Remember, coming to class, completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

REQUIRED READINGS:

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our discussion in class and will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. You are responsible for completing all of the reading assignments on time. **All reading assignments are detailed in the class modules section of the course Canvas site.** Material in the scheduled readings that is not covered during class meetings may still appear on exams, so make sure you read all that has been assigned. The required book for the class is:

- Louis P. Masur, *The Civil War: A Concise History* (New York: Oxford University Press, 2011). It can be purchased at the college bookstore or from a variety of online booksellers. **Copies of the book are on reserve at the [Library and Media Center](#).**

You will also be completing readings and/or watching videos from:

- Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). This is available for **FREE** at <http://www.bowdoin.edu/writing-guides/>
- Online readings/videos available in the weekly modules section of the class Canvas site.

Some points to note:

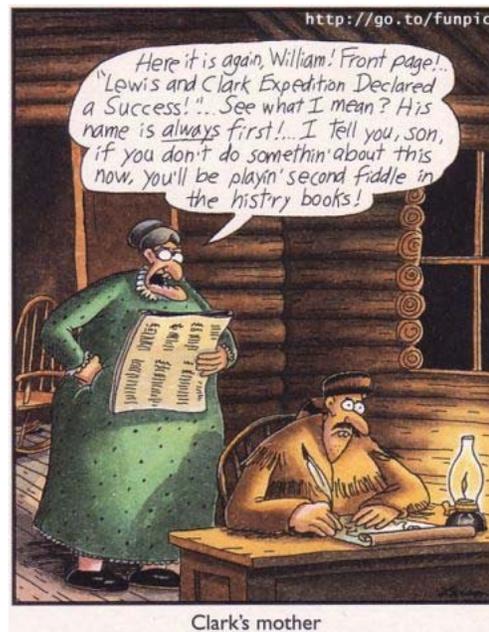
- **PLEASE BRING COPIES OF THE READINGS TO CLASS on the days we are scheduled to discuss them!**

- I will announce in class and in Canvas which reading assignments you need to complete for the next class meetings. It is your responsibility to be aware of the reading schedule and to have completed the readings on time.
- I will assume that you have completed all of the assigned readings and watched all of the assigned videos for the class on time each week. I will expect that you will use this material in completing papers, exams, homework and in-class assignments, and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings, watch online videos, and attend class. These will be very useful when it comes to completing the homework assignments and preparing for exams.
- As you read for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the authors have to say. For questions to consider as you examine primary and secondary sources, see the files "Evaluating Primary Sources" and "Evaluating Secondary Sources" in the class site in Canvas.

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of U.S. history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing, while becoming more familiar with some of the major historical issues in the 19th-century U.S. All written assignments (except those completed in-class) must meet my requirements for papers (available in the paper assignment instructions, which will be posted in the class site in Canvas). Assignments must be submitted at the start of class on the day they are due. For due dates of assignments please see the Class Assignments page in Canvas. Late assignments will be penalized for each day they are late.



Your grade is based on a total possible score of 1,000 points for the quarter as follows:

A = 950 – 1,000 points	B- = 800 – 839	D+ = 670 – 699
A- = 900 – 950	C+ = 770 – 799	D = 620 – 669
B+ = 870 – 899	C = 740 – 769	F = under 620
B = 840 – 869	C- = 700 – 739	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Homework/short writing assignments** (150 points out of a total possible 1,000 points for the course). There will be **six** homework or in-class writing assignments over the course of the quarter; **your lowest score will be dropped**. They will be based on the reading assignments and/or material covered in class for that particular week.
- **Syllabus quiz**. This will be a multiple-choice quiz and will be completed in Canvas. It is worth 20 points.
- **Midterm and Final Exams**. Both will take place in class. The midterm is worth 100 points and the final 150 points.
- **Attendance and Participation in Discussion of Readings and Class Material** (200 points). 100 points of your overall grade will be based on class attendance. You are allowed **3 unexcused absences** from class over the quarter. **For each additional absence or late arrival to class (except in the case of documented illnesses or emergencies) your attendance grade will fall by 5 points.** In addition, it is also your responsibility to actively participate in discussions of the readings and class materials. An additional 100 points of your overall grade for the class will be based on the **quality and frequency** of your participation in class discussions, as well as on other in-class work that I may assign. **Make sure you bring the readings to class!**
- **Citing evidence assignment**. This is worth 30 points.
- **Two papers**. The first is worth 150 points and the second 200 points.

Class policy on assignments:

- All material covered in the readings, lectures, etc. is fair game for inclusion in exams, homework assignments, etc.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on exams or quizzes**, except in cases of documented emergency.
- Cheating on exams or quizzes or plagiarizing on paper assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- Grades for in-class discussion will be assigned as follows:
 - A: You make insightful comments/contributions on the assigned readings or class materials that help to further large and small group discussions.
 - B: You demonstrate through more than one comment that you have completed and understood the readings.
 - C: You make at least one pertinent, insightful comment on the readings/class topics.
 - D: You make an effort to participate, but do not show that you have adequately thought about, understood and/or completed the readings/class topics.
 - F: You make no effort to engage in class discussions
- If you are late to class you will **NOT** receive credit for attendance for that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, documented medical issues, etc., but you **MUST** discuss this with me in advance.
- It is your responsibility to take notes in class. PowerPoint outlines are **NOT** available online or to students who miss class. If you are absolutely unable to attend a class, you are responsible for obtaining notes from a fellow student and making up all work covered during your absence.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework assignment, or exam with my comments and a description of why you feel the grade you received was

not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.

- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "..." and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in Canvas.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

In the context of exams and quizzes cheating involves the use of unauthorized notes or other resources (e.g. cellphones), copying from other students, the use of a surrogate exam taker, etc. If you facilitate cheating by others you will also be considered to be cheating.

I will not tolerate plagiarism or cheating and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Turnitin. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays:

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

DISABILITY ACCOMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) – their E-mail and phone number are on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](http://disabilityresourcecenter.com) for application information for our program and other helpful links.

THE WRITING LAB:

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. The Writing Lab is in D204-d.

See <http://bellevuecollege.edu/asc/writing>

PUBLIC SAFETY:



Near Gettysburg, 1863: A reflective moment.

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#).

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort. Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

CLASS CANCELLATION:

Class will meet at all scheduled times unless otherwise noted. In the unlikely event that the college is closed due to inclement weather and/or other emergency conditions, classes will not meet and arrangements will be made to adjust the course schedule accordingly. If you believe the college may be closed because of inclement weather or emergency conditions, you should check the college website for a posted announcement and you should also check the class site in Canvas for information on alternative class work to be completed while the college is closed.

A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes examine provocative or controversial material or issues that people may find disturbing. Please be advised that when we explore controversial topics or materials, they will always be framed within an academic context. For example, some of the sources we'll be examining during the quarter contain language or images that we may find offensive. Central to the study of history is the need to read materials ([primary sources](#)) produced by people in the past. Some of these historical actors had attitudes and used language that we would consider insensitive or offensive. My goals behind requiring you to analyze these materials are that you understand how people at various points in time thought, and that you can consider how those attitudes may have influenced people's historic actions. Keep in mind that if you choose not to participate in analysis of certain course materials because you feel uncomfortable with those materials you will still be responsible for any course material you miss. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

MISCELLANEOUS:

Audio or video recording of the class is **NOT** allowed without my express permission. Recording the class without my permission is an invasion of other students' privacy and a breach of my intellectual property rights in the class.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

Class Schedule

This schedule provides details of which readings, videos, and assignments you need to complete each week. All reading assignments can be found in the following sources:

- Louis P. Masur, [*The Civil War: A Concise History*](#) (New York: Oxford University Press, 2011).
- Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). This is available for **FREE** at <http://www.bowdoin.edu/writing-guides/>
- Specific history-related documents and videos that I have provided links to in the modules section of the class site in Canvas.

All of the books are available from the college bookstore or from various online booksellers. I have also placed copies on reserve at the college library.

Week 1: April 4 – 10

Introduction. Course Syllabus, assignments, etc. What is history? Constitution, new republic, politics, relations with Indians, foreign relations.

Reading:

- Class syllabus;
- [Why Study History?](#);
- ["Defining Primary and Secondary Sources"](#);
- [U.S. Constitution](#) and [Bill of Rights](#);
- [Opposition to the Constitution](#);
- [George Washington's Farewell Address](#);
- Alexander Hamilton, [Report on Manufactures](#);
- [Alien and Sedition Acts](#);
- Virginia and Kentucky Resolutions (Canvas);
- Charles William Jansen, "The Stranger in America" (Canvas);
- Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750-1920* (New York: Cambridge University Press, 2000), 31-62 (Canvas);
- Rael, ["How to Read a Primary Source Document"](#)

REMEMBER, BRING COPIES OF THE READINGS TO CLASS!

Week 2: April 11 – 17

War of 1812, transportation and market revolutions, social change

Reading:

- Ian Tyrrell, "Born in the Struggles of Empires: the American Republic in War and Revolution, 1789-1815" (Canvas);
- [Representation of the \[Canal\] Commissioners of the State of New-York](#);

- [The Canal Boat: Nathaniel Hawthorne Travels the Erie Canal](#);
 - [Henry Clay, "Defense of the American System"](#);
 - Excerpts from Charles Ball, *Slavery in the United States: A Narrative of the Life and Adventures of Charles Ball, A Black Man* (Canvas);
 - ["The Female Workers of Lowell,"](#) *The Harbinger*, November 14, 1836;
 - Harriet Robinson, ["Lowell Mill Girls"](#);
 - ["A Second Peep at Factory Life,"](#) Lowell Offering;
 - [Mary Paul, letters home](#);
 - Black Hawk, ["From the Life of Black Hawk"](#);
 - Rael, ["The Three Parts of a History Paper"](#);
 - Bedford St. Martin's Guide to [Chicago Documentation Style](#)
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Week 3: April 18 – 24

Citing Evidence Assignment due in class on Friday

Slavery in the South

Reading:

- Bennet Barrow, "Plantation Rules" (Canvas);
 - "A Catechism for Slaves" (Canvas);
 - "Stories, Songs and Memoirs by Slaves" (Canvas);
 - [The Confession of Nat Turner](#);
 - Frances E.W. Harper, ["The Slave Mother"](#) and ["The Slave Auction"](#);
 - Runaway slave ads (Canvas);
 - Roswell King, Jr., "On the Management of the Butler Estate" (Canvas);
 - [George Fitzhugh, "The Blessings of Slavery"](#);
 - Drew Gilpin Faust, "Culture, Conflict, and Community: The Meaning of Power on an Ante-Bellum Plantation," *Journal of Social History*, 14:1 (Autumn, 1980), pp. 83-97 (Canvas).
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Week 4: April 25 – May 1

Jacksonian Democracy, Indian Removal, Second Great Awakening, women in American society

Watch:

- American Experience video "Trail of Tears" via [Bellevue College's library](#) (if you're accessing it from off-campus you will be prompted to enter your student ID number and your last name before getting to the streaming video).

Reading:

- [Davy Crockett, "Advice to Politicians"](#);
- Michel Chevalier, ["Society, Manners and Politics in the United States"](#);
- [Andrew Jackson's veto of the Bank of the United States](#);
- [South Carolina's Ordinance of Nullification](#);
- Andrew Jackson, ["State of the Union Address," 1830](#);
- [Memorial of the Cherokee Nation, 1830](#);

- [“Our Hearts are Sickened”: Letter from Chief John Ross of the Cherokee;](#)
 - Letter from Elias Boudinot to Chief John Ross of the Cherokees, 1837 (Canvas);
 - F.P. Prucha, “Andrew Jackson’s Indian Policy: A Reassessment,” *Journal of American History*, 56:3 (December 1969);
 - Rael, [“The Thesis”](#)
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Week 5: May 2 – 8

Manifest Destiny and western expansion, immigration & nativism

Watch:

- [“Empire Upon the Trails”;](#)

Reading:

- [“A Foreigner in My Own Land”;](#)
 - Thomas Corwin, [“Against the Mexican War”;](#)
 - [“For Oregon!” Settlers From Illinois Describe the New Territory, 1847;](#)
 - [“Dame Shirley” Describes Life at a California Gold Mining Camp in 1851;](#)
 - Lydia Allen Rudd, [“Diary of Westward Travel”;](#)
 - [Treaty of Medicine Creek;](#)
 - Immigration sources (Canvas);
 - Norman Asing, [“We Are Not the Degraded Race You Would Make Us”;](#)
 - Nativism sources (Canvas)
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Week 6: May 9 – 15

MIDTERM EXAM on Monday

Divisions over slavery, road to war

Reading:

- Masur, *The Civil War*, Preface and 1-20;
 - Harriet Beecher Stowe, *Uncle Tom’s Cabin* (Canvas);
 - George Frederick Holmes, Critique of *Uncle Tom’s Cabin* (Canvas);
 - Frederick Douglass, [“Independence Day Speech”;](#)
 - Republican Party Platform, 1856 (Canvas);
 - U.S. Supreme Court, [Dred Scott v. Sanford;](#)
 - Abraham Lincoln, Debate at Galesburg, Illinois (Canvas);
 - Stephen A. Douglas, Debate at Galesburg, Illinois (Canvas);
 - [William Lloyd Garrison on John Brown’s raid;](#)
 - [South Carolina Defines the Causes of Secession](#)
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Week 7: May 16 – 22

Civil War

Reading:

- Masur, *The Civil War*, 21-74;
- Abraham Lincoln, [First Inaugural Address](#);
- Frederick Douglass, ["How to End the War"](#);
- [Emancipation Proclamation](#);
- [Gettysburg Address](#);
- Susie King Taylor, [Reminiscences of an Army Laundress](#);
- William T. Sherman justifies taking war to civilians (Canvas)
- ["Rethinking Sherman's March,"](#) *New York Times*, November 17, 2014;
- You should also be reading materials for your paper – see the paper assignment instructions for more details.

Week 8: May 23 – 29

Reconstruction & conquest of the West

Watch:

- [Aftershock: Beyond the Civil War](#)

Reading:

- Masur, *The Civil War*, 75-94;
- Abraham Lincoln, ["Second Inaugural Address"](#);
- [Mississippi Black Codes](#), 1865;
- [Address of the Colored State Convention to the People of the State of South Carolina](#);
- Jourdon Anderson, ["There Was Never Any Pay-day For the Negroes"](#);
- [13th, 14th and 15th Amendments](#) to the U.S. Constitution;
- [A Sharecrop Contract](#), 1882;
- [Ku Klux Klan Violence in Georgia](#);
- ["When Anger Trumped Progress,"](#) *New York Times*, January 16, 2016
- Helen Hunt Jackson, [A Century of Dishonor](#);
- Chief Red Cloud's Speech (Canvas);
- Richard Pratt, ["Kill the Indian and Save the Man"](#);
- ["The White Man's Road is Easier": A Hidatsa Indian takes up the Ways of the White Man"](#);
- Cary C. Collins, "Subsistence and Survival: The Makah Indian Reservation, 1855–1933," *Pacific Northwest Quarterly*, 87:4 (Fall 1996)

Week 9: May 30 – June 5

An Age of Anxiety: immigration, industrialization, urbanization, women

Watch:

- [The American Industrial Revolution](#)

Reading:

- Jacob Riis, [How the Other Half Lives](#);
 - William Graham Sumner, "The Absurd Effort to Make the World Over" (Canvas);
 - George Engel, "Address by a Condemned Haymarket Anarchist" (Canvas);
 - Lincoln Steffens, *The Shame of the Cities* (Canvas);
 - [The Workingman's Ten Commandments](#);
 - William B. Farwell, [The Chinese at Home and Abroad](#);
 - [Chinese in San Francisco](#);
 - Preamble to the Constitution of the Knights of Labor (Canvas);
 - Lee Chew, ["Life of a Chinese Immigrant"](#);
 - [Secret Oath of the American Protective Association](#);
 - ["I seen my opportunities and I took 'em"](#);
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Week 10: June 6 – 12

Imperialism, racial segregation, reform movements

Watch:

- ["To Conquer or Redeem: Manifest Destiny"](#)

Reading:

- [Plessy v. Ferguson](#), 1896;
 - Ida B. Wells-Barnett, [A Red Record](#);
 - [The Omaha Platform](#) of the Populist Party;
 - William Jennings Bryan, ["Will it Pay?"](#);
 - Albert Beveridge, ["The March of the Flag"](#);
 - [American Soldiers in the Philippines write home](#);
 - [American Anti-Imperialist League Platform](#);
 - Anzia Yesierska, ["The Free Vacation House"](#);
 - Howard Gillette, Jr., "The Military Occupation of Cuba, 1899-1902: Workshop for American Progressivism," *American Quarterly*, 25:4 (October, 1973).
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Week 11: June 13 – 17

The FINAL EXAM will take place in the usual classroom on Wednesday, June 15 at 7:30am

NOTE: This course ends at the end of the final exam. No assignments will be accepted after that time.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2016

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 and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

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").

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 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.

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 program assistants or coordinators 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.*