

# **HISTORY 146 – US History I - to c.1812**

Instructor: Dr. Robert Doan

Office: B106 ext. #3137

E-mail: [rdoan@bellevuecollege.edu](mailto:rdoan@bellevuecollege.edu)

Classroom: None -- On-line

Course: # 5215 OAS

Office Hours: M+W – 12:30-1, and by appt.

## **Course Description:**

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

## **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- Historical Content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
  - 18<sup>th</sup> 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.

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 native peoples – their accommodation 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.

**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.

**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.

**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").

### 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 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](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://owl.english.purdue.edu/handouts/research/r_plagiar.html)>

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

## **GRADING**

On tests and quizzes, I will basically grade on the following numerical system:

A = 87%-100%	(A-/3.7 = 89%, A/4.0 = 94+%)
B = 76%-87%	(B+/3.3 = 84%, B/3.0 = 81%, B-/2.7=77%)
C = 64%-76%	(C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-64%	(D+/1.3 = 61, D/1.0 = 56)

The individual portions of grading include the following:

## **• GRADING REQUIREMENTS**

**QUIZZES 30%** Three quizzes will *be based on readings* and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15, plus Short Answer (I may also refer to them as “Identifications” or IDs) drawn from posted lists of terms and will consist of either individuals, places, programs, policies, and events from those list. Lists of terms will be posted under Modules at stages in the course. Those **without** an \* will relate to objective questions. Those **with an \*** are the only ones that may also be chosen as identification/short answers. You will **describe these in a full paragraphs and explain their historical significance**, and also 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. IDs are worth between 30-40% of quizzes.

• **Exams:** **30%** There will be two exams, a midterm and a final. Check the Calendar below, and on Canvas for dates. These will look like quizzes except with a long **essay question** as well. The possible questions will be posted at least a week before.

• **Discussion Answers/Responses 40%** There will be weekly graded discussions based on assigned readings. Each week there will be multiple questions to choose from based on the previous week’s readings (For example, Sept. 19-25 you will be reading and taking notes on Week 1 materials) Each week there will be options to post either an ANSWER and/or a RESPONSE the following week. [Be AWARE: You don’t have to do all of them. Read more on this below]

Thus, Week 1 answers are due Mon. Sept. 26 (if you choose to answer one). Subsequent Answers will also be due on Monday following when readings are assigned. Then, by each Thurs. (Sept. 29 for week One) you may post a Response or two to Answers your classmates had posted that Monday. Each week will follow a similar pattern. You **ONLY** need post 4 total Answers for the whole quarter – but 2 during weeks 1-5, and 2 during the weeks thereafter -- (though MAY post a 5<sup>th</sup> answer anytime to replace a poorly scored one and/or for a little extra credit). Thus, if in week 1 you don’t get the reading fully done in time, don’t post a half-way answer. Instead, wait until week 2 to post an Answer, and instead post a Response to someone else’s Answer, as Answers must be more substantial and show you did the readings, etc., whereas Responses, while still needing to show you

understood the material and can add info/thoughts to it, are less substantial. Make sense?

- You need to post 5 Responses to other people's answers by end of quarter in addition to the Answers. Like Answers, though, you need to post at least 2 by week 5, and at least 2 thereafter. In addition, at least 3 Responses need to be posted in weeks when you did NOT post an answer. In short, I don't want you to bunch up Answers and Responses into just a few weeks, but spread them out over the quarter. OK? You may post more than one response in a given week, but they will be combined into one score. Thus, you can only get one Response grade per week. If you do post a Response and an Answer in the same week (try not to do this more than twice, though) try to make it to a different question than the one you answered.

- Each **Answer (due Mons.)** will be worth 25 points, and each **Response** (due Thurs.) is worth 10, for a maximum of 150 possible points. Answers should be c. 400-600 words (Going over 700 will begin to incur deductions), and in the process should include the key information (not regurgitation of all details, but explaining key points and showing understanding of the relevant material) and explanations. Assume that you are explaining the material to someone who doesn't know it. This always assumes well written English. Poor writing will incur deductions too. These will *always* be due *Monday evenings*. These NEED to have INTERNAL citations in them, at least 3 (and likely more), whenever you quote, as well as roughly every section/paragraph, giving page numbers from text, etc., and full citation material if you used info from on-line or elsewhere. (see Plagiarism info above as well)

- Responses to person's answers (those due Thursday evenings) should be c.200-300 words each (or slightly more or less), worth 10 points per week, and need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too.

I will post examples of good examples and responses most weeks, so you can learn from them, as well as see examples of well constructed and explained Answers.

**TEXTBOOK: The AMERICAN PROMISE vol. A** 978-0312-569549  
ed. Roark, Johnson, et al. Bedford/St Martin 5<sup>th</sup> ed.  
(4<sup>th</sup> ed. will also suffice – 978-0-312-46999-3

**DOCUMENT SOURCES: Voices of America: Past and Present** vol. I  
9780321411617 Pearson-Longmen

Plus Posts, videos, etc. under Files and Modules

## **READINGS and ASSIGNMENTS Calendar**

T: = Textbook. S: = Sourcebook article #s

<b><u>Week of</u></b>	<b><u>Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
Sept. 19-26	Introduction/Background Native American Cultures, Europe in Age of Exploration	T:Ch 1 (start from “Archaic Hunters, Gathers” section on) and through section on “Explorations of Columbus” in Ch. 2 S:#1.1	<u>Get books and read</u>
Sept. 26-Oct. 2	Spanish Conquest and Effects on Latin America and Europe	T:Rest of Ch. 2, and 1st 5 pages of Ch. 3 S:#1.3, 1.4	<u>Week 1 Answers 9/26</u> <u>Week 1 Responses 9/29</u>
Oct. 3-9	English Settlement of the Chesapeake and South, and rise of Slavery	T: Rest of Ch. 3 S:#2.1, 2.2, 3.1	<b><u>Quiz 1</u></b> <u>Week 2 Answers 10/3</u> <u>Week 2 Responses 10/6</u>
Oct. 10-16	Puritan New England, Early Middle Colonies	T:Ch. 4 (to start of “Colonies + English Empire” section) S: #2.3, 2.4, 3.3	<u>Week 3 Answers 10/10</u> <u>Week 3 Responses 10/13</u>
Oct. 17-23	Pennsylvania, and Colonial Societies’ Development to 1740s	T:Rest of Ch. 4, + to start of “Unifying Experiences” section in Ch. 5 S: #3.2, 3.5, 3.6, 4.5	<b><u>Quiz 2</u></b> <u>Week 4 Answers 10/17</u> <u>Week 4 Responses 10/20</u>
Oct. 24-30	Great Awakening, Commercial and Political Ties, 7 Years War and Colonial Tax Resistance	T: Rest of Ch.5, + to start of “Townshend Acts...” section in Ch. 6 S: #4.3, 4.4	<u>Week 5 Answers 10/24</u> <u>Week 5 Responses 10/27</u>
Oct. 31-Nov.6	Road to Independence and War	T: Rest of Ch. 6, + to start of “Cam- paigns of 1777-79” section in Ch. 7. S:#5.1, 5.2, 5.3	<b><u>Midterm Exam Essay</u></b> <u>Week 6 Answers 10/31</u> <u>Week 6 Responses 11/3</u>
Nov. 7-13	Winning the War and Post-War Changes/Troubles	T: Rest of Ch. 7, + to “Shay’s Re- bellion” in Ch. 8. S: #6.1, 6.5	<u>Week 7 Answers 11/7</u> <u>Week 7 Responses 11/10</u>
Nov. 14-20	Constitutional Debates, First Washington Admin.	T: Rest of Ch. 8, + to “Whiskey Re- bellion” in Ch. 9. S:#6.2, 6.3	<b><u>Quiz 3</u></b> <u>Week 8 Answers 11/14</u> <u>Week 8 Responses 11/17</u>
Nov. 21-27	Foreign Policy and Federalist/Republican Divides under Washington and Adams	T: Rest of Ch. 9 S: #6.7, 7.1, 7.2	<u>Week 9 Answers 11/21</u> <u>Week 9 Responses 11/25</u>

Nov. 28-Dec. 4	Jefferson Era to 1812 War	T: Ch. 10 to start of “Women’s Status” section (We may not get that far, but for sure to start of “War of 1812” section) S:#8.2, 8.3	<u>Week 10 Answers 11/28</u> <u>Week 10 Responses 12/1</u>
Dec. 5-8	<u>Final Exams</u>		<b><u>FINAL EXAM</u></b> <u>Week 11 Answers 12/5</u> <u>Week 11 Responses <b>12/7</b></u>