

HIST& 146
Colonial American History

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Office hours: online or by appointment

The Course:

HIST& 146 is a college level class which surveys the major economic, social, and political developments that shaped the U.S. from the settlement of North America by Europeans to the writing of the Constitution. The course will seek to highlight emerging ideas and pressures in American life that led to political, economic, and social changes. The nature of colonial life, relations with Native Americans, the development of slavery, North American participation in the trans-Atlantic economy, the growth of regions and regional identity, and the nature of colonial governance will be explored.

Outcomes:

This college history course helps to teach students narrative, analysis, explanation of data, and description. It is necessary to deal with very large data sets that require skills and techniques in order to organize and analyze data correctly and meaningfully. This course also imparts the need for accuracy both in a factual and narrative sense so that students will learn to be able to provide a credible time line of events, and understand the relationships between cause and effect as they operate in history. Students will be presented with a term paper and exams; this will help them achieve competency in the expression of written ideas, and the need for both thought and editorial processes in order to achieve a satisfactory outcome.

This course imparts useful information concerning the history of the founding of the United States, its principal figures, major events, and the processes that led to our contemporary world. This will help students distinguish between fact and fiction, understand logical argument, detect bias, measure the difference between mere opinion and informed opinion, and gauge prejudice, both conscious and unconscious.

Students will understand how and why North America was colonized, and the nature of the colonial experience.

Students will understand the growth of slavery, and its place in colonial society.

Students will be familiar with some of the major historiographical controversies and ideas that have driven contemporary investigation of the colonial period.

Students will become familiar with the kinds of evidence available for this period in American history, and methods of evaluation.

Teaching methods:

This course is taught primarily by online audio lectures (which were recorded by my colleague, Dr. Graham Haslam), by the class readings, by discussions, and by students' completion of the various assignments.

This class requires each student to undertake independent work virtually on a daily basis. Work methods for this course resemble those that would be applied in the study of a foreign language. The study of history is cumulative. Since issues and events are presented as relational, it is

fundamental to the success of a student to ensure that the reading assignments and other work will be accomplished in a timely fashion so that students will gain a coherent accumulation of relevant data as method of analysis and argument are introduced. Students are expected to work about two hours each day outside of class.

As with other college level history classes, this is a writing intensive course. Learning to express ideas in writing clearly and effectively is one of the most important skills students can develop at college and one that I place great importance on. Students should expect to complete a significant amount of writing in the form of weekly discussion posts, exams and a paper. This course requires college level literacy and hence the ability to communicate ideas and facts clearly and accurately. This forms a central goal of the teaching/learning and assessment processes in this course.

Students are advised to make careful notes as they read the books and listen to the class lectures. All questions concerning lectures and text assignments are welcome. It is important for students to gain a reasonable geographical sense of places under discussion. Also, it is crucial that each student develop a chronology of events that will serve as a scaffold upon which to build arguments and interpretations of data.

Texts:

- Robert A. Divine, et al, *The American Story* (New York: Pearson Longman, 2010).
- Documents available from **MyHistoryLab** at http://www.pearsoncustom.com/wa/bc_history (you will need an access code for this site – this should have been packaged with the textbook if bought from the college bookstore).
- In addition, for your paper you will be required to read at least one other book but I do not expect you to buy these. These books should be available from the college library or from local public libraries.

Assignments:

No grading curve will be used in this course. Exams, essays and discussions are graded out of 100 points. Students must accomplish four types of tasks:

- There will be **two exams**. The mid-term exam will count 15% and the final exam 25% of the course grade. Both the mid-term and final will have online, timed quiz components. Both exams will also have an essay component. For the midterm, you will complete the essay at home and submit it as an e-mail attachment. **The essay part of the final exam will be held on campus during the week beginning March 19 (exact date and time to be confirmed) – if you cannot make it to campus that evening you will need to arrange to take your exam elsewhere under the supervision of an approved proctor – contact me about what you will need to do to arrange this.** The final will contain a comprehensive component in the essay portion. If a student is unable to achieve a final exam grade within 15 points of their mid-term grade, the instructor may then require a student to re-sit the mid-term as a proctored exam. I will post study guides for both exams to the class homepage.
- There will be a weekly **discussion forum**, normally, unless detailed otherwise in the class calendar in Blackboard, launched on a Friday and running through the following Thursday. They will represent 25% of the course grade. Full instructions concerning what is expected of students and how discussions are graded are posted on the homepage.
- Each student will write a **paper** of six to eight pages in length, typed, double-spaced, using a ten, eleven or twelve font. These essays will concern a choice of topics; a list is available on the class homepage. Students will engage in additional research using

- materials suggested by the instructor and will also use documents from MyHistoryLab in writing the paper. Students will submit their papers as email attachments in Word format for a preliminary reading by the instructor (see the calendar in Blackboard for due dates). This paper will be written in the standard format using the conventions adopted by historians. A list of topics, instructions, and conventions to follow are posted on the homepage. Each student must consult individually with the instructor before embarking on research for the paper. The paper will represent 25% of the course grade.
- The remaining 10% of the class grade will be assigned based upon **five timed quizzes** offered through the quarter (these are separate from the quiz components of the midterm and final exams); full instructions and study tutorials will be posted on the homepage.

There are no extra credit assignments in this class. Your overall grade will be based on your performance on the assignments listed above. You must receive a passing grade on each category of assignment in order to pass the class as a whole.

Grades:

The grading scheme for the class is as follows:

A = 100-95	B- = 79-75	D+ = 59-55
A- = 94-90	C+ = 74-70	D = 54-50
B+ = 89-85	C = 69-65	F = below 50
B = 84-80	C- = 64-60	

Reading Assignments and Deadlines:

All reading assignments and deadlines for assignments are found on the calendar on the class Blackboard page on a week-by-week basis. Students are responsible for monitoring the calendar daily and for being familiar with the assignment deadlines.

Plagiarism and Academic Dishonesty:

Plagiarism involves the use of ideas or material which is 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, or, taking an idea from a book, website, etc. and presenting it as your own without citing the source. To avoid plagiarism you should keep the following in mind:

1. 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.
2. 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 another source word for word.

If you have concerns or questions about what constitutes plagiarism, please contact me.

I will not tolerate plagiarism and I will investigate suspected cases. In the event that I find instances of plagiarism I will 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.** All ideas and material that are not your own should be cited using a consistent citation format. If you have concerns or questions about what constitutes plagiarism or how to avoid it in your work, please contact me.

In the context of exams and other assignments cheating involves the use of unauthorized notes or other resources (eg. cellphones, Blackberries, etc), copying from other students, the use of a surrogate exam taker, etc. Like plagiarism, I will not tolerate cheating on exams and students found cheating will be reported to the college authorities and will, at minimum, receive a failing grade on the exam.

For further information about plagiarism policies see the "Procedures and Guidelines for the Social Sciences Division" below.

The bottom line: ALL work submitted for the class must be your work only.

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Spring 2010

Bellevue College's 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 BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services, [link to Student Code](#).

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format 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 in compliance with 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

Academic Year: 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.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the "W" grade will become part of the student's transcript record.

Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#) for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. 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 contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at landerso@bellevuecollege.edu or call

425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

**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 Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*