

History 146 Online

U. S. : From Exploration to Independence

Dr. Tim Heinrichs

Syllabus for Winter Quarter, 2012

TO CONTACT:

(PLEASE USE VISTA E-MAIL IF POSSIBLE)

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

PHONE: (425) 564-2114

E-MAIL: theinric@bellevuecollege.edu

WELCOME--

History 146 surveys the development of the American nation from the earliest colonial settlements through to the establishment of true national independence. That is, not simply when our nation's founders declared and then won political independence, but when Americans embraced economic and cultural independence as well, after the War of 1812. History 146 emphasizes institutions, issues, ideas and individuals that have shaped change in America. It focuses on basic trends, such as industrialization, patterns of thought and values, political development, social change and sectional conflict. But it also explores the everyday social experience of groups and individuals.

Instead of one or several explorers "discovering" America, representatives of very diverse peoples discovered each other in America in the 16th and 17th centuries—American and European and African peoples. They found each other through commerce, settlement, and acts of war. Religious commitments joined with material opportunities in guiding bands of emigrants away from Europe to form new societies along the Atlantic seaboard. They evolved their own distinct identities, customs, and socio-political patterns.

In the 1700s an expansive Europe regained interest in these American settlers and their resources, so that cross-Atlantic ties actually grew. Ironically, involvement with 18th-century European ideas and European power struggles led the American colonists to separate once more from Britain. In establishing independence, the nation's leaders framed their people's enduring covenant with republican values: freedom, equality, and self-government. Yet the American Revolution did not complete the work, as succeeding generations would have to come to terms with the meaning of those commitments in an expanding society. Moreover, the United States would have to preserve its independence until 1815 and forge a new sense of nationhood.

In this course you will process many historical facts. Don't feel overwhelmed! 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.

As we deal with such issues as the Six Nations, *sola fide*, indentured servants, the Halfway Covenant, proprietary government, the "deputy husband," Roundheads, charter revocation, Parliamentary supremacy, Navigation acts, the slave trade,

Jonathan Edwards, Commonwealthmen, the sensational John Locke, the wars for empire, Louisbourg, the Tea Act, Minutemen, the Treaty of Paris, Articles of Confederation, Shays' Rebellion, Philadelphia 1787, funding and assumption, the Undeclared War, the Revolution of 1800, the Louisiana Purchase, the Chesapeake Incident, the Embargo, and victory at New Orleans, sort it all out by thinking strategically. What major themes are these facts part of? Specific details will mean little to you unless they are put together into your own overall ideas of American history. An artist doesn't paint every blade of grass in a landscape, but just enough to convey the overall reality and mood. What you will remember from the course a year or five years from now will not be Thomas Jefferson's victory margin in 1800 but the relationship between his ideals and his policies.

COURSE REQUIREMENTS--

Books—

* Robert A. Divine, T. H. Breen, et al, *The American Story*, Complete Edition (Pearson Longman, 2010; Fourth Edition; ISBN--0205728944). This is the main text; it is also used in History 146 and History 148.

* Robert A Gross, *The Minutemen and Their World* (Hill and Wang, 1976). Study of the cultural and social environment of Concord, Mass., home to many a Minuteman. Unsurpassed in combining and presenting the factors that shaped their response to the Revolution.

* Additional reading assignments are available in "Lectures & Discussions" on the "Assignments" page; it carries class lectures and other assignments week by week. Our textbook publishing company, Pearson, has put together a set of resources on which these assignments will be based. You need to register for it after you get your copy of American Story. After reading the instructions ("About Online Access") on the Home Page, access the link from the Home Page or [here](#). The Pearson site will direct you to MY HISTORY LAB, which gives you access to assigned readings (under "Documents") . It will also lead you to my class link, which will take you to the HEINRICHS HOUSE OF HISTORY, which is under construction (but has some fun videos available and course materials for other classes).

STRATEGY--

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

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective
2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating command of relevant facts and framework of logical deduction...

** Drawing inferences from data*

** Differentiating between facts, value judgments, and generalizations*

** Differentiating between description and explanation*

** Recognizing the role of cause and effect in historical analysis*

To put it another way, successful students will understand how and why North America was colonized, and the nature of the colonial experience. 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 the 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 the written expression of ideas.

COURSEWORK —

Go to the "Assignments" page (accessible from the **Home Page**). Be sure to look at the "Overall Schedule," which has the due dates for everything.

The **paper** assignment is located there, too. This 5-6-page paper (due March 14) will be based on the assigned book Minutemen and Their World, a fascinating study of the people of Concord, Mass.--what was going on in their lives and society at the time of the Revolution.

You will also find the access to Lectures, which are by my recently retired colleague, **Dr. Graham Haslam**, a specialist on British and American colonial history.

You will also find the Discussion assignments there. One central element of the course is the four Discussion essays and four discussion responses you will write (the first is due **January 13**). When you do these Discussion assignments, follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. (For discussions, it's good for everyone to be, literally, "on the same page.") After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon and not by email. Each essay should be 250-400 words. See the table below or consult the overall schedule in "Assignments" for the deadlines, which fall on Tuesdays and Fridays.

(For guidance on writing these Discussion Essays, see "**Writing Good Discussion Essays**" on the "Practical Help" page, which is access1ble through "Welcome and Setup.")

When you don't post an essay for a Discussion, you will do the assigned reading anyway and post a **response** of at least 75 words to the essay of another student. (See the schedule below for due dates.) Find other students' essays through each Discussion assignment's **Post** icon. Your response should directly answer the argument or explanation of the essay you are taking on. You don't need to waste space congratulating the person on how much you liked the essay, but agree or disagree with what is in the essay (or someone else's response on the thread). Express agreement or disagreement, and reasons for your view.

This means that during the term you will post four Discussion essays of your own and four responses to others' essays--on a total of eight submissions for eight Discussions. You choose which four you'll do of each. Essays are graded on a 25-point scale; responses on a 5-point scale.

NOTE: Unfortunately, when you get a grade for your response, it'll read something like 4 or 5 "out of 25." That sounds worse than it is. Don't fret. It's really out of 5. Vista won't let me pool essays and responses with different "out of __" numbers. Instead, all grades say, "Out of 25." Please bear with me.

NOTE: There is no credit for posting a response on a Discussion for which you have already submitted an essay. That does not mean just the same question, but the entire Discussion of the week. If you submit an essay Monday, a response submitted three days later is welcome, but non-credit.

The following is this term's schedule of due dates for essays and responses for each Discussion:

Assignment	Due Date	Assignment	Due Date
Discussion #1 Essay	Friday, January 13	Discussion #1 Response	Tuesday, January 17
Discussion #2 Essay	Tuesday, January 24	Discussion #2 Response	Friday, January 27
Discussion #3 Essay	Friday, February 3	Discussion #3 Response	Tuesday, February 7
Discussion #4 Essay	Friday, February 10	Discussion #4 Response	Friday, February 17
Discussion #5 Essay	Friday, February 17	Discussion #5 Response	Tuesday, February 21
Discussion #6 Essay	Tuesday, February 28	Discussion #6 Response	Friday, March 2
Discussion #7 Essay	Friday, March 9	Discussion #7 Response	Tuesday, March 13
Discussion #8 Essay	Friday, March 16	Discussion #8 Response	Tuesday, March 20

From the Home Page you can go to "**Testing**." The page is empty now but won't always be. There will be two exams, each about two hours, on these dates: **February 13** and **March 21**. You will take them online. (You are responsible for having access to a functioning computer on test days, so plan ahead.) The tests will have multiple-choice and essay questions and will be based on the

text and the lectures. There will be preparation sheets for each listing possible questions.

GRADING--

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

Discussion essays:	25%
Paper	25%
Midterm exam	25%
Final exam	25%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus A	77-79% C+
90-92% A-	73-76% C
87-89% B+	70-72% C-
83-86% B	67-69% D+
80-82% B-	60-66% D

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late discussion essays and late papers are accepted, but with a penalty of two percent per day, up to a maximum of 10 percent. This can be avoided if you obtain permission for an extension in advance of the due date and have a compelling reason for that. Note: weekly essays are graded on a 25-point scale, so the late penalty amounts to .5/25 per day (up to a maximum of 2.5/25).

Policy #2: No work will be accepted after Final Exam day if you have not completed at least half of the coursework by the day of the final. That means at least two discussion essays and the midterm must be in by the day of the final, or no work will be accepted, and no incomplete grade will be granted.

Policy #3: If a problem prevented you from taking the final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam and I agreed to reschedule it for you. It will be waived in case of an unforeseen valid emergency. It will be waived if the problem was the responsibility of myself or of Vista, but not if it was with your computer or a scheduling problem.

Policy #4: The “I” grade, if granted, has to be fulfilled during the next term or it will automatically change to F.

If you’re ever not sure you’re on top of it all, if you have any questions about the course, ask questions by WebCT e-mail, or to theinric@bellevuecollege.edu. Or call and leave a message at 425-564-2114. I am looking forward to exploring with you the lives and minds that made up colonial America.

POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION (Revised Fall 2003)

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.