

History 147

# U. S. HISTORY:

## FIRST CENTURY OF INDEPENDENCE

(5 credits)

Spring 2012

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OFFICE HOURS:  
MWF at 11:30 and TTh at 1:30  
Or by appointment.

## Welcome--

When it was launched as an independent nation, just before the dawn of the 19th century, the United States was a small agrarian republic huddled on the Atlantic seaboard and numbering four million souls. Or, you could say, it was a diverse collection of 13 republics widely separated by barriers of tradition and geography. Its farm population outnumbered city people 5 to 1. Recognizing that with a population the size of Ireland's, the United States could only be a mosquito among the Great Powers, in 1796 George Washington urged his countrymen to steer clear of involvement with France and Britain in their worldwide struggle for dominance. His successors struggled for years to avoid involvement in the world war of that era—then tumbled into it woefully unprepared in 1812.



By the end of the 19th century the band of states had surged forth to become the world's leading economic power. It manufactured more goods than Britain and France put together. Telegraph, telephone,

and train tied together every part of a vast continent, and the Republic now numbered 45 states with a population exceeding 75 million. Farm families in 1900 numbered only two-fifths of an increasingly urbanized population. The Great Powers now counted the United States among their number as it forged an empire of its own and began demanding a voice in overseas affairs. How did this vast change come about?



In tracing U. S. history from the beginning of the 19th century to the beginning of the 20th, History 147 has three main themes of change: the evolution of American politics, territorial and economic expansion, and the combination of social and cultural change. We shall ask the question of what continuities remained throughout the era. What issues recurred from generation to generation?

As we deal with such issues as loose constructionism, victory at New Orleans, the Erie Canal, religious revivals, Cherokee removal, Ralph Waldo Emerson, woman as "angel of the home," abolitionism, the annexation of Texas, secession, the battle of Gettysburg, carpetbaggers, the inventions of Thomas Edison, the blizzards of 1885-6, the Great Depression of 1893, the bicycle craze, the New Woman, Progressivism, and the rise of Theodore Roosevelt, 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 President Jackson's inaugural guest list but the ways in which he transformed U. S. politics and the Presidency.

# Course Requirements

## *Readings--*

Robert A. Divine, T. H. Breen, et al, *The American Story*, combined edition. This is the main text; it is also used in History 146 and History 148. With it comes a series of printed readings, *Voices of the American Past*, containing many of the same readings as in My History Lab (more on that below).

Elliott J. Gorn, ed., *The McGuffey Readers*: Selections from the 1879 Edition. From the 1830s to the 1920s millions of youngsters were educated, socialized, and morally uplifted by these comprehensive readers.

Additional assignments and resources are available online. Our textbook publisher, Pearson, offers a set of readings and videotaped discussions on which assignments will be based. This is called "My History Lab." You need to register for the Pearson site after you get your copy of *American Story*. This will take you to assigned readings in "My History Lab." See below.

## *Shared Documents in MyBC*

Other items will be at MyBC under "Shared Documents." There you will find:

- Outlines of all in-class lectures
- Test preparations
- Information about how to use My History Lab
- Discussion Essay assignments
- Focus Questions (with Discussion assigns)
- Term paper assignment
- This syllabus
- How to write the essays

## *Classwork—*

Classes will involve mainly lectures and class discussion, though some days will be set aside for other presentations. Lectures will follow the "Topic" outlines, available in MyBC.

At the end of this syllabus is the schedule of lectures and reading. Do not miss the reading assignments. Try to read each assigned portion of the textbook before we talk about it in class. It will make class easier to follow, since you know what is in the book and what isn't. Also (as already mentioned) in MyBC you will find "Text Chapter Questions." You may use these to guide yourself through the text and lectures. I will use them for class discussions and for possible tests.

Be sure to take notes in class, but not on every word. Simply summarize the essence of things as you go and whatever details you want to support it. Often review your class and reading notes. If you're ever not sure you're on top of it all, ask questions in class--or drop by during my office hour.

The "class participation" grade will be based on quizzes and discussion performance. Most class discussions will focus on assignments from the weekly online readings. These will be available at MyBC. A few quizzes will be surprise ones, in which case they will cover the content of the previous day's class. Note: missed quizzes are made up during office hour.

## *Assessments & assignments*

One assignment is to write a typed 5- or 6-page essay, due June 6. You will write it in response to an assignment having to do with the McGuffey readings, found in MyBCC's "Shared Documents."

You will write four brief essays on online readings from My History Lab. (See the Discussion Assignments in MyBC.) Each essay should fit on one page, 250-350 words, single-space. Each will answer one of the of the discussion questions found on the eight Discussion assignment sheets. You do not need to write all ten assigned essays; you will choose two of the first four and two of the second four. But you will need to prepare for class discussion of at least one of the questions. Due dates are usually Mondays or Fridays.

There will be a midterm exam (May 9, class time) plus a final exam (June 15 at 9:30). You will be able to download a preparation sheet for each test from MyBC. The exams will include multiple-choice and essay questions.

Note: missed tests may be made up within a week, during office hour, if the absence was unavoidable. Please submit a written note of explanation.

There is no extra-credit work or testing in this course.

## ***Grading--***

Here is the summary of assignments and assessments, and how things are weighted:

Class participation 20%  
Midterm exam 20%  
Four discussion essays 20%  
Term paper 20%  
Final exam 20%

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

93-100% 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

## ***Outcomes--***

*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 the process of 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 a command of relevant facts and a 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

History is absolutely do-able if you think strategically. 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.

## ***Please observe these rules:***

1. Be here regularly. Your participation in class will form part of the grade, and skipping class will hurt that. Let me know if you can't make it.
2. Arrive on time and do not leave early. No comings or goings during class.
3. Avoid distracting behavior during class. This means chit-chat, text-messaging, eating, newspaper reading, and any other unhelpful

attention-getter.

4. If you have any trouble following what is going on in class, please ask questions.
5. If you must miss a test or due date, inform me in advance as soon as possible in a written note. Tests may be made up during office hour within a week. Quizzes are not made up.
6. Unless previously arranged, late papers are penalized 2% a weekday.

Below are the divisional standards:

## 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.

## “MY HISTORY LAB” INFORMATION

### HISTORY 146/147/148

#### **Dear BCC Student,**

In this class you will be using My History Lab, an online educational resource built specifically for this class. You can obtain the custom access code to My History Lab with the purchase of the textbook, *American Story*, at the campus bookstore. Once you register you will have access to all your materials with just a few clicks—unless (unfortunately) you bought your book used.

#### **Before You Begin**

You will need to register to access your custom resources. To register you will need:

- **A Student Access Code**
- **Your school's zip code**
- **A valid email address**

#### **Registration**

1. Enter **[http://www.pearsoncustom.com/wa/bcc\\_history](http://www.pearsoncustom.com/wa/bcc_history)** into your Web Browser
2. Click on the **Register** button
3. Read the License Agreement and Privacy Policy and click **I Accept**
4. Under **Do You Have a Pearson Education Account** select **No** and create your **Login Name** and **Password**. If you have a Pearson account, select **Yes**, and enter your previously created **Login Name** and **Password**
5. Type in your **Access Code** in the fields provided and click **Next**
6. Enter your **Name**, **Email Address**, and **School** information
7. Answer the **Security Question** and click **Next**

If successful, you will receive a **Confirmation Screen** with your information. This information will also be emailed to you.

## Logging In

1. Enter **[http://www.pearsoncustom.com/wa/bcc\\_history](http://www.pearsoncustom.com/wa/bcc_history)** into your Web Browser
2. Click on the **Login** button
3. Enter the **Log in name** and **password** you created and click **Next**

## Need Help?

Assistance is available **<http://247.support.pearsoned.com>**. If you are still encountering problems, you can email your email Cory Blackman, tech specialist, at **[cory.blackman@pearson.com](mailto:cory.blackman@pearson.com)**.

**We wish you success in your course!**