

History 147 Online

U. S. : First Century of Independence

Dr. Tim Heinrichs

Syllabus for Winter, 2012

TO CONTACT:

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WELCOME--

In tracing U. S. history from young nationhood to the early 20th century, **HISTORY 147** has three main themes of change: the evolution of American politics, territorial and economic expansion, and the interaction of social and intellectual change.

What a story that is!

Soon after it was launched as an independent nation, at 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 perhaps it was a diverse collection of 13 republics widely separated by barriers of tradition and geography. Its farm population outnumbered city people more than ten to one. Recognizing that with a population the size of Ireland's, the United States could only be a mosquito among the Great Powers, national leaders had to struggle just to steer clear of involvement with France and Britain in their worldwide struggle for dominance.

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?

We can get some insight into that big-picture question by piecing together a variety of important details, such as the Battle of New Orleans, building the Erie Canal, political democratization, Jackson's Bank war, religious revivals, Edgar Allen Poe, woman as "angel of the home," abolitionism, the annexation of Texas, the Crisis of 1850, secession, the battle of Gettysburg, carpetbaggers, the inventions of Thomas Edison, the Chisholm Trail, barbed wire, the blizzards of 1885-6, trolleys, the panic of 1893, the Sears catalogue, the New Woman, the Spanish-American War, and the rise of Theodore Roosevelt. But what makes them important? How do they fit together? Sort it all out by thinking strategically. What major themes are these facts part of?

The word "history" comes from a Greek term for "inquiry." This means that we are not flying blind, collecting swarms of unrelated items. Pursuing the meaning of the past is like amassing scientific evidence in that we propose a hypothesis and try to prove it. On the other hand, you can stage a laboratory experiment; you might even prove your hypothesis that some chemical is unstable by blowing up your work station. But you can't repeat history that way. Instead, historians--like lawyers--piece together what happened and what it means from a variety of lasting evidences such as newspapers, eyewitness accounts, diaries, archaeological finds, literature, etc.

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.

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.
- * Elliott J. Gorn, ed., *The McGuffey Readers: Selections from the 1879 Edition* (ISBN: 0-312-13398-1). From the 1830s to the 1920s millions of youngsters were educated, socialized, and morally uplifted by these comprehensive readers. This provides an excellent window into assumptions and belief systems shared by millions of Americans in the 19th century.
- * 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 ("Pearson Portal Directions") on the Homepage, access it from the Homepage 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*

COURSEWORK—

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

One central element of the course is the discussion essays, based on the online primary readings supplied by our publisher. Find the "Lectures & Discussions" link on the Home Page. It takes you to the lectures and the online readings from "My History Lab," the Pearson publishing company's store of historical documents. You will also find the essay assignment that goes with each "Discussion."

Find the Discussion Assignment, and follow directions for the listed readings and brief essays. After doing the reading, you choose one essay question to answer from the Discussion Assignment. Submit your essay through the Discussion's "Posts" icon. Each essay should be 250-400 words. The deadlines for these fall on Tuesdays and Fridays (see schedule below).

During the term you will write and post a total of four brief essays in answer to four Discussion assignments by the deadline given for each. You choose two from Discussions I-IV and two from V-VIII. I like an essay that comes to grips with the student's chosen question--that tries to

answer it logically with details and facts. It is especially desirable to use facts and details from the online readings and lectures. The Divine text is helpful for these essays, but don't write a mere summary of what the text says. Don't base your essay on an encyclopedia article, though feel free to consult a decent encyclopedia [for background](#). Use paraphrases and quotes from the sources to back your points, not to make them, and avoid both long quotes (more than 40 words) and overly brief ones (less than 10 words). Avoid typo's and misspellings.

Note what the assignment says about a [purpose statement](#).

When you don't post an essay, you will do the week's reading anyway and post a **response** to the essay of another student. Like the essays, this is due on a Tuesday or Friday. Find other students' essays through each Discussion Assignment's Post icon. Each response should be at least 75 words long and should express agreement, disagreement, and reasons for your view. You will do a total of two responses in Discussions #1-#4 and two in Discussions #5-#8.

This means that during the term you must post four bulletin essays of your own and four responses to others' essays. Essays are graded on a 25-point scale; responses on a 5-point scale.

IMPORTANT INFORMATION:

Unfortunately, when you get a grade for your response, it'll read something like 4 or 5 "out of 25." Don't come unglued. It's really out of 5. Vista won't let me pool essays and responses with different "out of __" numbers. Instead, even response grades say, "Out of 25." Please bear with me.

Also, **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

In addition to the brief essays and responses, you will compose a six-page paper (due **March 14**), following a sheet provided under "Assignments."

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, located in "Testing."

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).

If you miss the midterm or final exam for some legitimate reason, all is not lost. However, if you don't contact me and take the test right away, you will lose 10% right away and another 10% after a week.

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.

GRADING--

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

Discussions:	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

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 19th-century America, an era that seems so familiar and yet exotic at the same time.

FREQUENTLY ASKED QUESTIONS

1) So I'm supposed to do two essays out of the first five Discussions, and two for the rest. Also I respond to two essays from other students in the first five discussions, and two for the rest. Is that right?

Yes.

2) What are you looking for in these essays?

See "Writing Good Discussion Essays"

Go to each Discussion assignment for the specifications and questions. I like an essay that comes to grips with the student's chosen question, that tries to answer it logically with details and facts. It is especially desirable to use facts and details from the Discussion (especially online) readings. The Ayers text is helpful, but don't write a mere summary of what the Ayers text says, without input from the primary sources and the lectures ("Topics"). Don't base your essay on an encyclopedia article (especially that unreliable Wikipedia), though feel free to consult a decent encyclopedia for background.

Use paraphrases and quotes from the sources to back your points, not to make them, and avoid both long quotes (more than 40 words) and overly brief ones (less than 10 words).

Remember what the assignment says about a purpose statement.

Avoid typo's and misspellings.

3) What are you looking for in the responses?

Agree or disagree with the author, using your own facts. Don't simply write your own essay about the topic; show that you've read the essay and thought about it.

4) Can I save time for myself by doing a response from a Discussion for which I wrote an essay?

No. Your essays and responses have to be separate Discussions in order to get credit. But feel free to post input any time (useful for defending your essay).

5) Hey, I got only a "4" for my response to an essay, and it says "out of 25"! Why such a low grade?

It's really out of 5. But Vista won't let me put on one thread essays and responses with different "out of ___" numbers. Instead, all the Discussion assignments say, "Out of 25." Please bear with me.

6) What about the exams? Will there be a preparation sheet for each?

Yes, about 10 days before each one.

7) What if my computer messes up? Or I lose internet access and can't turn in an assignment?

Do your best to have a working computer and stable internet access, especially for exams. If there is a problem, however, find a way to notify me and we'll deal with it in some common-sense way. Also, if trouble prevents you from doing one of the weekly Discussion assignments, you often can just wait for the next Discussion assignment.

8) I don't have time to do the assignments for this class. Should that count against me?

No, but your grade will reflect what you actually do.

9) I don't have time to do the assignments for this class. Can I do extra credit work to make up for it?

No.

10) Should I read the lectures?

Yes. They'll make your Discussion essays and exam answers better.

11) What if Vista crashes?

Communicate by email. I am at theinric@bellevuecollege.edu. Or leave a message at 425-564-2114.

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.