

WINTER 2017 HISTORY 146, US HISTORY I (Section 5214)
TTh 12:30pm-2:40pm in Room D274C

Dr. Devon Atchison

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Canvas: <http://www.bellevuecollege.edu/canvas/> (see PAGE 2 for instructions)

Office Hours: T/Th 5:10-6:30pm; or by appointment

Course Description: Welcome! For the next few months we will be exploring the history of North America in the colonial era. Since this is a survey course, we will explore many different types of history: social, cultural, political, economic, geographic, environmental and religious, to name a few. This course will pay particular attention to the history of “ordinary” Americans, as well as previously underrepresented groups of American people.

Course Outcomes: This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the quarter are not only to become familiar with the American story and the many facets and quirks of American history, but also to utilize a variety of primary sources in interpreting and analyzing the American story, and to learn to think critically about the analyses and interpretations of other historians (secondary sources). See the Introduction to your Course Reader, OpenBook: US History I Reader (“OB”) for a more detailed description on Primary and Secondary sources.

In particular, each student will be able to do the following upon completion of this course:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Articulate a comparison of the differences in the political, economic, and social development of the New England and Southern colonies.
- Articulate the influence of gender, class, and race on historical developments in colonial society.
- Evaluate the significance of European settlement patterns, economic developments, and imperial policies on colonists, Native Americans, and African Americans.
- Identify and assess the causes and consequences of major political, economic, social, and cultural developments in colonial North America.

Required Materials:

1. TEXTBOOK: Robert Divine, et al, *The American Story: Volume One*, Fifth Edition, ISBN: 9780134057026 (“Divine”)
2. SUPPLEMENTAL TEXT: Robert A. Gross, *The Minutemen and Their World*, ISBN: 9780809001200 (“Minutemen”)
3. PRIMARY SOURCE READER: Devon Atchison, OpenBook: US History I Reader (free and on Canvas) (“OB”).
4. JOURNAL: one blank, spiral-bound notebook (you must bring this to class with you each day (“Journal”))
5. BLUE BOOKS: two blank “Blue Books,” which can be purchased at the Campus Bookstore and will be used for the Midterm and Final Exams (any size is fine)

Course Prerequisites:

Please note that this course focuses on reading difficult primary source documents, providing critical oral analyses of and writing analytical questions and essays on these documents. While there is no college prerequisite for this course, and while I do my best to teach to a wide variety of academic backgrounds, learning styles, and academic preparations, please take note that students will be spending, on average, 15-25 hours per week for this class. The amount of time you spend on this class mostly depends on your academic preparation for this class and the grade you hope to receive.

Additionally, you will need to have:

- Frequent access to a computer
- Access to Canvas (BC's web-management system)—if you have never used Canvas before, please see this page for some helpful tools/hints:
<https://www.bellevuecollege.edu/servicedesk/students/canvas/>)
- Microsoft Word
- An Internet connection
- Familiarity with the Internet

ACCESS TO THE INTERNET AND THE CANVAS LMS

We'll be using the Canvas LMS this quarter. To access it, visit: <http://www.bellevuecollege.edu/canvas/>
If you have trouble accessing the Web, please let me know as soon as possible. Using Canvas is a requirement for our class. Please use the Firefox browser to access the website and Canvas. Your phone or tablet might not work well with the Canvas LMS, so use a laptop.

Classroom Rules:

1. Laptops are NOT allowed in class. On a case-by-case basis, I will approve the use of technology when documentation of special necessity is provided.
2. Texting is NOT allowed in class.
3. Late Policy: You will have **"1 Free Late Pass"** during the quarter. When necessary, you may submit 1 assignment late. You must contact me within 24 hours and you have 3 days to complete your work. **NO OTHER LATE WORK WILL BE ACCEPTED.**
4. Tardiness: We will follow the **"5 Minute Rule."** Your presence is required within the first 5 minutes of class. If you are not in your seat, you will not be allowed in class.

REQUIREMENTS/ASSIGNMENTS:

This course is worth a grand total of 100 points. Any student earning less than 65% will receive a 0.0 unless the student specifies in writing that he/she is requesting a NC (No Credit) or an I (Incomplete). Final grades will be distributed as follows:

A+	B+	B-	C	D
4.0 [100]	3.4 [89]	2.8 [83]	2.1 [76]	1.4 [69]
3.9 [99 - 98]	3.3 [88]	2.7 [82]	2.0 [75]	1.3 [68]
A	3.2 [87]	2.6 [81]	1.9 [74]	1.2 [67]
3.8 [97 - 96]	B	2.5 [80]	C-	1.1 [66]
3.7 [95 - 94]	3.1 [86]	C+	1.8 [73]	1.0 [65] (lowest passing grade)
A-	3.0 [85]	2.4 [79]	1.7 [72]	
3.6 [93- 92]	2.9 [84]	2.3 [78]	1.6 [71]	
3.5 [91- 90]		2.2 [77]	1.5 [70]	

THE FINAL COURSE GRADE WILL BE BASED ON THE FOLLOWING:

I. Participation: 5 points (5% of grade). Students are expected to participate on a regular basis in in-class discussions and analysis. Everyone is allowed one absence during the quarter; this absence will not affect your participation grade. After this absence, each absence will result in the lowering of your grade, as a whole, by ½ point (up to 5 points) per absence. If you're absent on a test day, or when something is due, that particular grade might be affected. Additionally, if you are in class but not participating, you will lose points. These points will be awarded during Week 11 of the semester, but based on participation throughout the entire semester.

II. Journal Notes/Questions (1 set per week (Weeks 1-6 and 8-11) for a total of 10 sets): 3 points each (30 points total, 30% of grade). Each week, you will have a reading assignment, as listed on pages 4-6 of the Syllabus. Since the material can be dense and difficult to get through, I would like for you to keep a “Journal” during your reading. At the start of the semester, you should purchase a blank spiral-bound notebook that you use exclusively for your Journal. **For each week’s readings, I would like you to write 2-5 pages of notes in your Journal, and I would like you to write down 5 questions** (see “Journal Notes/Questions Guide Handout” on page 7 for more on this). At four different points in the quarter (see the “Class Schedule” for exact dates), you will be turning in your Journal; I will look through your Journal Notes/Questions, make comments, award you a grade, and return your Journal the following class.

III. Discussion Days (4 of them): 3 points each (12 points total, 12% of grade). Discussion is an essential part of this course; it is how I can gauge your understanding of the readings and assess your analytical skills. We will have four Discussion Days this quarter (I will give you at least a day’s heads up about the exact date of each one) and are designed to allow students to work together in groups, run a classroom discussion and demonstrate an understanding of the primary and secondary source material. There are 2 components to the Discussion Days: group working and running the discussion for your chapter; and participation during the remaining group’s chapter discussions. You will receive points based on how you do in each component.

IV. Primary Source-Based Short Essays (3 of them): 5 points each (15 points total, 15% of grade). After the first three Discussion Days, I will give you a Primary Source-Based Short Essay (“PSB Essay”) prompt (pg. 9). On the designated day (please see the Class Schedule for the exact due dates), you will turn in a typewritten, hard copy of your 3-5 page short essay at the start of class. A rubric for how I will grade the essay will be provided with the first Short Essay prompt (pg. 8).

V. Group Projects (2 of them): 4 points each (8 points total, 8% of grade). We will have two in-class Group Projects this quarter. You will be graded on your personal participation in the group project and on the product your group turns in. In order to receive the maximum points, you will need to have completed all appropriate readings assigned prior to each group project and contribute in a meaningful way to the group project.

VI. Midterm Exam: 15 points (15% of grade). On February 2, I will hand out the Midterm Exam Study Guide, with important terms to know and essay guide questions. On **February 16**

(no make-up dates will be offered) you will have your Midterm Exam. The exam will consist of short-answer questions and one essay question and will cover material (lecture, readings, films, etc.) from Weeks 1-6. Students are not permitted to use notes or other materials during the exam and must use a Blue Book to complete the exam.

VII. Final Exam: 15 points (15% of grade). On March 7, I will hand out the Final Exam Study Guide, with important terms to know and essay guide questions. On **Thursday, March 23 from 11:30-1:20pm** (no make-up dates will be offered) you will have your Final Exam. The exam will consist of short-answer questions and one essay question and will cover material (lecture, readings, films, etc.) from from Weeks 7-11. Students are not permitted to use notes or other materials during the exam and must use a Blue Book to complete the exam.

Class Schedule

- If necessary, this schedule is subject to change.
- “Divine” refers to *The American Story*, “Minutemen” refers to *The Minutemen and Their World*, “OB” refers to *OpenBook: US History I Reader* and “PSB Essay” refers to the Primary Source-Based Essays you will be writing throughout the semester (see IV. above for more on this)

	In Class We Will Be Covering:	By <u>Thursday morning</u> of this week you are responsible for reading/completing:	On <u>Thursday</u> of this week you are responsible for turning in the following homework:
Week 1 ----- 1/3 and 1/5	Introductions; Mesoamerica and Pre-Columbian North America	1. Read Divine, Ch. 1 2. Read OB, Ch. 1 3. Complete Journal Notes and Questions for Week 1	
Week 2 ----- 1/10 and 1/12	<i>Working with Primary Sources</i> (Mesoamerica and Pre-Columbian North America); European Exploration and Expansion in North America	1. Read Divine, Ch. 2 2. Read OB, Ch. 2 3. Complete Journal Notes and Questions for Week 2	
Week 3 ----- 1/17 and 1/19	Colonial North and South; <u>Film: After the Mayflower</u>	1. Read Divine, Ch. 3 2. Read OB, Ch. 3 3. Complete Journal Notes and Questions for Week 3	1. Journal Notes/Questions for Weeks 1-3
Week 4 ----- 1/24 and 1/26	Colonial Slavery; <u>Film: Slavery and the Making of America</u> (v.1); Discussion Day #1	1. Read OB, Ch. 4 2. Start reading Minutemen, Chs. 1-3	1. PSB Essay, Prompt One

	(Weeks 1-3 Readings, excluding Minutemen)	3. Complete Journal Notes/Questions for Week 4 4. Complete PSB Essay, Prompt One	
Week 5 1/31 and 2/2	Group Project: Colonial Culture; <u>Film: A Midwife's Tale</u>	1. Read Divine, Ch. 4 2. Read Minutemen, Chs. 4-6 2. Complete Journal Notes/Questions for Week 5	
Week 6 2/7 and 2/9 [NO SCHOOL ON TH, 2/9]	Finish <u>Film: A Midwife's Tale</u> NO SCHOOL ON TH, 2/9	1. Finish Minutemen, Ch. 7 2. Complete Journal Notes/Questions for Week 6 3. Complete PSB Essay, Prompt Two	1. Journal Notes/Questions for Weeks 4-6
Week 7 2/14 and 2/16	Discussion Day #2 (Weeks 4-6 Readings); Midterm Review MIDTERM on 2/16	1. Study for Midterm	1. PSB Essay, Prompt Two (due at the start of class on Tuesday, 2/14)
Week 8 2/21 and 2/23	Causes of the American Revolution; Discussion Day #3 (Minutemen)	1. Read Divine, Ch. 5 2. Read OB, Ch. 5 3. Complete Journal Notes and Questions for Week 8	
Week 9 2/28 and 3/2	American Revolution	1. Read OB, Ch. 6 2. Complete Journal Notes and Questions for Week 9	1. Journal Notes/Questions for Weeks 8-9
Week 10 3/7 and 3/9 [NO SCHOOL ON Tu, 3/7]	Creating the Constitution NO SCHOOL ON Tu, 3/7	1. Read Divine, Ch. 7 2. Read OB, Ch. 7	
Week 11 3/14 and 3/16	Group Project #2: Digging into the Constitution; Discussion Day #4 (Weeks 8-11 Reading); Final Exam Review	1. Complete PSB Essay, Prompt Three 2. Complete Journal Notes and Questions on OB Ch. 7 3. Study for Final Exam	1. PSB Essay, Prompt Three 2. Journal Notes/Questions for Weeks 10-11
THURS, MARCH 23, 11:30-1:20m FINAL EXAM			

ADDITIONAL NOTES ON THE COURSE:

- ❖ **Academic Integrity:** Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult the the Student Code at <http://www.bellevuecollege.edu/policies/id-2050/> .
- ❖ **Disability Resource Center (DRC):** The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B 132 (425-564-2498). Hearing impaired students can access a video phone at 425-44-2025 or by TTY at 425-564-4110. Visit www.bellevuecollege.edu/drc for application information into the DRC program.
- ❖ **Class Behavior:** We will be delving into topics on which students may have a variety of opinions and experiences. Accordingly, it is necessary that everyone in this course treat each other with the utmost respect. While disagreement is completely acceptable and natural in a critical thinking course, disrespect is not acceptable. Do not use “you” statements (for example, “...and you are ridiculous for thinking that President Clinton was a good president.”). Additionally, you should always come to class prepared to talk and engage. Please do not take naps—if you fall asleep during class, I will gently wake you, if needed, and ask you to leave if your tiredness prevents you from participating in class.
- ❖ **Additional Course Readings/Handouts:** The instructor reserves the right to give pop-quizzes on additional course readings, handouts, lecture information or any other course-based information at any time during the semester. If it becomes clear that students are not keeping up on their readings, pop quizzes will likely be given.
- ❖ **Incompletes:** Incompletes will only be given in unforeseen and extreme circumstances that occur at the end of the semester; any request for an Incomplete must come to me in writing and I will discuss the circumstances and the calendar for completion of the Incomplete with the student, if the Incomplete is deemed appropriate. All Incompletes must be completed by the end of the following semester.

Journal Notes/Questions Guide

Each week, you will be reading at least one chapter from Open Book: US History Reader (“OB”). Since the material can be dense and difficult to get through, I would like for you to keep a “Journal” during your reading. At the start of the semester, you should purchase a blank spiral-bound notebook that you use exclusively for your Journal. **For each chapter of OB you read, I would like you to write 2-5 pages of notes in your Journal, and I would like you to write down 5 questions** (i.e. phrases you don’t understand, “aha!” moments you had, contemporary things that you are comparing the reading to). At four different points in the quarter (see the “Class Schedule” for exact dates), you will be turning in your Journal on a Friday; I will look through your Journal Notes/Questions, make comments, award you a grade, and return your Journal the following Monday in class.

Below please find an example¹ of part a great Journal Notes submission—note that it discusses the material almost entirely in the student’s own words. ***This excerpt only covers 3 documents; you are responsible for writing about all of the documents you have been assigned!***

JOURNAL NOTES FOR CHAPTER 3:

Document 1: scene from the movie *Rebel Without a Cause*. It shows how parents and teenagers were just trying to learn to understand each other. 1950s parents were going out to parties and buying their children anything they wanted just so they wouldn’t feel guilty about their “social duties”. Everything was about how you appeared to your peers and that was a very important thing back then, as it is now as well. In the scene, Jim’s parents come to pick him up at the police station and are not really worried why he was there in the first place. All his father cared about was why Jim acted this way when he gave Jim everything that he wanted. It was a time when parents and teenagers were both trying to find a new sense of identity in this new era. Neither of them could understand what the other was going through because it was a new way for both the parents and the kids. The teenagers were growing up in a completely different world than their parents did and the parents couldn’t understand what was going on for them because they didn’t grow up that way (Frazier, 33-34). Kind of seems like today and the way parents and teens are?

Document 2: Governor Adlai Stevenson, what he thinks the role of college women should be. “I think there is much you can do about our crisis in the humble role of housewife” (Frazier, 35). He felt, as did many other people, that the role of women in the 1950s was to stay home and support her husband. They needed to make sure that their husbands felt the encouragement and love from their wives necessary to help the nation. The encouragement was to make sure that the men felt the supported by their wives by their wives “letting” them go to work while they stayed home. Women were not supposed to have jobs anymore and they were not supposed to work outside the home. They were supposed to stay home and take care of their husbands and children and make sure the house stayed neat and clean and that dinner was ready and waiting when their husbands got home from work.

Document 3: Betty Friedan describing “the problem that has no name” (Frazier, 37). This ideal of women began to make women feel like there was something missing in their lives; the freedom to decide if they truly want to stay home or if they want to go out into the world have careers and still have families. It was a problem that women didn’t talk about but they felt like there was something more they could be doing with their lives. Doesn’t seem like a problem today. My mom stayed home and she was happy, but I also know women who work and have kids and are happy. Does seem different than Document 2, though. Lecture: this book started feminist movement—makes sense when I look at the unhappiness that Friedan describes. Also thinking that this sounds like a rich white woman’s problem—would minority and/or working-class people have had the same complaints??...

[...etc. for the remainder of the Chapter]

QUESTIONS FOR CHAPTER 3:

1. Was “Rebel Without a Cause” a widely seen film (was it popular)?
2. Was Governor Stevenson sexist? Were people mad at his speech?
3. What ethnicity and social class was Friedan in?
4. What jobs did exist for women at this time?
5. Is the feminist movement still alive or did it die out in the 1960s/1970s?

¹ Please note that this example comes from a different class of mine, with a different book and a different topic—the example is simply so you can see the type of style, quoting, and source usage that I am expecting.

Primary Source-Based Short Essays Guide

After each Discussion Day, I will give you a Primary Source-Based Short Essay (“PSB Essay”) prompt. On the designated day (please see the Class Schedule for the exact due dates), you will turn in a typewritten, hard copy of your 3-5 page short essay at the start of class.

Below please find an example² of part a well-written essay that uses specific examples and brief quotes from the readings. ***This excerpt is only about a page long—please keep in mind that your essays should be 3-5 pages long!***

...According to political scientist Jeane Kirkpatrick, the difference between totalitarian leaders and authoritarian leaders was that authoritarian dictatorships should be supported by the people of the United States and were preferable. Kirkpatrick stated, “the traditional authoritarian governments are less repressive than revolutionary autocracies, that they are more susceptible of liberalization, and that they are more compatible with U.S. interests” (Frazier 209). President Reagan also shared these ideals with Kirkpatrick and backed her opinion. They believed America should support an authoritarian government because a totalitarian government is more repressive and brutal in terms of outlining laws and reinforcing that specific dictator’s wishes by whatever means necessary.

This notion was illustrated in the “Oliver North vs. George Mitchell” document. During the Iran Contra Hearings, Senator Mitchell argued for what he believed the rights of the president and government should be stating, “I think that the only way covert actions can be conducted in a manner consistent with democracy is if laws and orders are followed” (Frazier 241). Oliver North was interrogated by Senator Mitchell because White House aides were still funding Nicaraguan contras after Congress made it illegal to do so. Senator Mitchell was adamant about getting North to admit Reagan’s involvement in the controversy. He called out the elaborate plan to sell arms to Iraq and Iran than use the profit to secretly support contras. Although Reagan was not found to have knowledge of the Iran-Contra Affair, it was clear from the Affair that the Reagan administration believed strongly in supporting authoritarian leaders—the administration saw the Nicaraguan contras as democracy fighters, despite the fact that they were an authoritarian regime. A totalitarian government is strictly based on the ideas and laws set forth by the leader, and an authoritarian government is closer to what the United States practices, and therefore closer to the ideals we are building off of. Towards the end of the hearing Mitchell also stated that one of the key reasons immigrants come to America from totalitarian nations is because in America, “you can criticize the government without looking over your shoulder. The freedom to disagree with the government” was, according to Mitchell, one of the most attractive things about American democracy (Frazier 247)...

Rubric for Grading the PSB Essays

	Did student answer the question(s)?	Did student include specific examples/quotes?	Was student’s grammar/organization appropriate?
Worth a possible: 5 points each	2	2	1

² Please note that this example comes from a different class of mine, with a different book and a different topic—the example is simply so you can see the type of style, quoting, and source usage that I am expecting.

HISTORY 146 PRIMARY SOURCE-BASED SHORT ESSAY PROMPTS

You should use specific examples and brief quotations from OB to answer each question. Your 3-5 page short-essay answers should be typewritten (double-spaced, Times New Roman) and will be collected at the start of class on the due date designated on your syllabus. Each PSB answer(s) is worth a maximum of 5 points. *You need to use citations for each document you take specific examples and/or brief quotations from—you may use footnotes or parenthetical citations.*

PSB Essay 1 Prompt (OB, Chapters 1 and 2): According to the secondary source information from Divine, Chapters 1 and 2, as well as the documents in Chapters 1 and 2 of OB, compare and contrast the lives and priorities of the Native Americans and the European Explorers/Colonists. Be sure to focus on:

- 1) comparing the two groups (did they have similar ideas about: religion, warfare, women, appearance, etc.?); and
- 2) contrasting the two groups (what did they dislike about the other group? What differing ideas did they have about things like: religion, warfare, women, appearance, etc.?).

PSB Essay 2 Prompt (The Minutemen and Their World, All Chapters): Robert Gross's book, *The Minutemen and Their World* focuses on the town of Concord, Massachusetts and it's townspeople's role in the American Revolution. Gross uses the stories of the "everyday" men and women of Concord to weave his narrative about the Revolution. Using specific examples from the book, prove the following argument (thesis): **Although the townspeople of Concord were "reluctant revolutionaries," their lives leading up to the war, in the immediate pre-Revolutionary period, and during the war itself, illustrate the power of "everyday" Americans in starting and finishing the American Revolution.** You should prove this thesis by focusing (i.e. spending at least one paragraph each) on:

- 1) what life in pre-Revolutionary Concord was like (Chapter 1);
- 2) how the Concord townspeople felt about early anti-British sentiment (Chapter 2);
- 3) why Concordians began to get involved in the Revolutionary build-up (Chapter 3);
- 4) how the Revolution directly affected Concordians (Chapters 4-6);
- 5) and what the after-effect of the Revolution was on the people of Concord (Chapter 7).

PSB Essay 3 Prompt (OB, Chapters 3-5): Chapters 3-5 of Divine and Chapters 3-5 of OB focus on the development of America in the period (colonial) leading up to the American Revolution. According to the secondary source information from Divine, Chapters 3, 4 and 5, as well as the documents in Chapters 3, 4 and 5 of OB, prove the following argument (thesis): **Colonial America developed a unique culture, particularly with regard to: a dependence on indentured and enslaved labor; American religion (Puritanism and the religions of the First Great Awakening); and a tenuous relationship with Natives. This uniquely American culture gave the colonists a sense of independence that ultimately made it impossible for America to remain a colony any longer.** You should prove this thesis by focusing (i.e. spending at least one paragraph each) on:

- 1) what colonial America was like in terms of servitude (both indentured and enslaved);
- 2) what colonial America was like in terms of religion;
- 3) what colonial America was like in terms of relationships with Native Americans; and
- 4) what problems arose between England and the colonists.

You should end your essay by:

- 5) drawing some conclusions on how the colonists' unique culture foreshadowed the American Revolution.