

## **History 146: US HISTORY to 1815**

Classroom: C165

Instructor: Dr. Robert Doan

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Item/Sec.: 5431 B

Times: Daily - 11:30-12:20

Office Hours: M-Th. – 12:30-1

**Course Description:** This course will familiarize you with the main events, as well as social and political forces, that spurred the European settlement of the western Hemisphere and North America, the effects this had on native peoples, colonial evolution, the revolutionary period and formation of United States, the writing of the Constitution, and early administrations and issues that shaped the country to 1815. In the centuries after Columbus the European “Old World” colonized and exploited the Western Hemisphere, and in the process created whole new cultures and civilizations. In North America, the British especially used colonies, as they did worldwide, to become the globe’s greatest power. But at its height of power, many colonists questioned and resisted British rule and, with French help, won their independence. The first decades thereafter proved as tough as the war of independence, and the ‘American experiment’ seemed in doubt due to internal disputes. But by 1815 stability and prosperity seemed relatively assured, and thereafter the nation grew and prospered, at least until section divisions racked it severely.

To be sure, we will study all these events. But American history is too often taught in a vacuum. To fully understand how America fits into the world it is necessary to constantly keep in mind the world context in which its developments occurred. This course will seek to do that. In addition, American identity, from its origins to the present, has in many ways been one of “non-Europeanness,” that is as a new civilization meant to be a “beacon of light and an example for the world” that adopted the ‘best’ of Europe while rejecting its ‘worst.’ Whether the promise of this vision (individual freedom, equality of justice and opportunity, representative government, etc.) has been realized, or is mostly rhetoric, will also be a constant topic of discussion in the course, as they have always been huge issues among its citizens.

### **Learning Outcomes:**

- Through written essays and verbal class discussion, successful students will analyze relevant causes and effects in addressing such questions as how the social structures of North America tribes stemmed from the environment; what motivated early settlers to brave the dangerous Atlantic crossing to settle in a new land, what patterns produced social and political structures characteristic of Virginia, Massachusetts, Pennsylvania, and other colonies; why slavery arose primarily in the South; why Americans became increasingly tied to England around 1700; why new economic realities created a more complex and differentiated society; why the First Great Awakening produced divisions in American society and politics; why the French and Indian War led to the imperial crises; why the republican ideology became so influential in America; why the colonists won their war of independence from Britain; why postwar problems led

- to a demand for a Constitution; why the dangers of foreign war and domestic conflict led to a two-party system.
- Successful students will present accurate timelines in written narrative forms (in written and oral analysis), such as exams or extended essays (including oral discussion, tests, and papers). They will be able to compare when colonies were established and understand the chronology of growth and development. Assisted by understanding of the other events, successful students will place in proper context social-cultural movements such as the Great Awakening, conflicts such as the Revolutionary War, and the presence of individuals who helped shape events.
  - Successful students will understand and describe the impact on political developments and social relations of major cultural trends and patterns, such as English cultural patterns, Calvinism, the Great Awakening, and the Enlightenment. Successful students will also describe and explain the role played by significant events and individuals, such as the early settlements, John Winthrop, Ann Hutchinson, Nathaniel Bacon, the English civil war and Glorious Revolution, the series of Franco-British wars, the Indian wars, John Wesley, Jonathan Edwards, the imperial crisis, Shays' Rebellion, and the framing of the Constitution.
  - Successful students will evaluate evidence and construct cogent, logical arguments in response to questions of both interpretation and content on such items as those listed above, thereby demonstrating the use of evidences in historical study. They will display this ability on written exams, assigned essays, and in class discussions.
  - Successful students will investigate primary source materials including diary excerpts and narrative accounts of the conditions of life in early America, learning to assess them in historical context and bringing analysis of the sources to bear in such questions as those listed above.
  - Successful students will recognize historiographical debates and problems such as the reasons for the rise of slavery, the extent of feminine submission in colonial America, the reasons for the American Revolution, and the motives of the framers of the Constitution.

### **Additional Outcomes**

1. To relate and compare early American/colonial developments to global ones.
2. To see and understand opposing views of controversial issues of our society.
3. To perceive how different ethnic, racial, regional, and socioeconomic groups can and do have conflicting views of the same issue.
4. To identify the broad themes and forces at work in American society in its early periods.
5. To hone the skills of reading comprehension, clear writing, and useful note taking.
6. To advance critical thinking (including of the text, the instructor, and "American values")
7. To develop basic library and research skills.

**Americans With Disabilities Act:** If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible

**ONLINE PROCEDURES AND GUIDELINES  
OF THE SOCIAL SCIENCE DIVISION  
Revised Spring 2009**

Bellevue Community College's Affirmation of Inclusion

Bellevue Community 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 BCC, 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 Community 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 Community 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 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

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. 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](mailto: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 BCC 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](mailto: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 Community 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.*

**Philosophy-** Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

**Cell Phones** -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

## **GRADING**

On tests and quizzes, I will basically grade on the following numerical system:

A = 88%-100%     (A-/3.7 = 90%, A/4.0 = 94+%)  
B = 77%-88%     (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=77.5%)  
C = 65%-77%     (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)  
D = 51%-65%     (D+/1.3 = 62, D/1.0 = 57)

as I have always felt that if you receive over 50% you should pass. Bear in mind, therefore, that test essays (which will receive numeric grades) and presentations/papers (which will receive letter grades) will correspond to the scale listed above. (And for numeric grades, this obviously helps you as it gives a slightly higher letter grade for the same grade as compared to the commonly used A=90+, B=80-90, C=70-80, D=60-70 scale. For letter grades a B still equals 3.0, C=2.0, etc., so there is no difference there.)

### **1. Exams and Quizzes**

- A Midterm and a Final exam, combined worth 35%.
- Final not cumulative.
- Three quizzes worth combined 20%.
- Consist of combination of objective, identification and (for exams) essay questions.
- Study sheet and list of essay questions given out approx. one week before exams.
- Some essay questions *may* be take home (to be determined)

### **2. Homeworks**

- Only required to answer **one**.
- Will answer a question related to readings of week your group is assigned.
- For full credit all **MUST** be turned in by due date.
- Should be 1-1.5 pages (and no more than 2)
- Must be as grammatically correct and understandable as possible.
- Worth 10% of final grade.

### **3. Attendance and Class Participation. 10%**

There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

### **4. Paper/Presentation: 15%**

You will work collaboratively in groups (3-4) to produce a paper and/or class presentation on a topic of your choosing. All will be due during last week of class (but BEFORE final exam). You will have two grading possibilities that your group will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5-8 minutes) talk on what you wrote on, worth 33%, OR give a more in depth/elaborate presentation (c. 10-15 minutes) worth 67% and a detailed outline of what you researched worth 33%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources
- All will require annotated bibliography of not less than 3 sources.
- Grammar and spelling count, as do organization and clarity.

### **5. Panel Presentation.**

- Each person, as part of a pre-assigned group, will give a short (5 minutes or so) presentation about a fictional person that represents some aspect of an era assigned.
- Lists of possible “characters” will be given out at least a week beforehand.
- Can be creative, but must show some serious thought, and a little research, into what the person’s life, attitudes, and concerns would likely have been.
- Worth 10% of total grade.

### **6. X-tra Credit:**

The **only** extra credit allowed is EITHER 1 extra homework of your choice (no more than one), OR a short (2-3 minute) oral description to the class about a relevant article you have read. If good these should raise your final grade one notch (ie. 3.5 to 3.6), but no promises.

**Special Note:** For all assignments, **NO PLAGIARISM** (direct copying of more than half a sentence from the text or other published material without mention of the source) will be tolerated, and no credit will be given for any assignment in which I find it. If egregious it may result in failure of the entire course. I expect you to look on-line or elsewhere in order to fully understand just what is plagiarism. THIS IS YOUR RESPONSIBILITY.  
*But here are some places to start.*

For a description of plagiarism see the statement by the American Historical Association <<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:

[http://guides.library.fullerton.edu/historians\\_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm](http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm)

**Grading Recap:**

Class Participation ---10%  
 Paper/Presentation -- 15%  
Panel Presentation ---10%  
**35%**

Exams (2) ----- 40%  
 Quizzes (3) ---- 15%  
Homework ----10%  
**65%**

**TEXTBOOK:** The American Story, 3<sup>rd</sup> ed. Divine, Breen, et. al.,  
 Pearson/Longmen pub.

**SOURCE BOOK:** MYHISTORYLAB or  
 Robert Weise and Edward Ayers, American Passages, U.S. History  
Documents Collection. Vol. 1

**Dates, Readings, and Topics** (subject to adjustments)

<b><u>Week of</u></b>	<b><u>Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
9/21-25	Introduction, Pre-Columbian African/ Native-American Cultures Europe in the Age of Exploration	<b>T:</b> Ch. 1 to p. 20 <b>S:</b> Analyzing of Primary Sources; Columbus, Letter to Luis de Saint Angel; de Las Casas, Of the Island of Hispaniola.	<b><u>Get organized and read!</u></b>
9/28-10/2	Conquistadors and Effects Early Southern Colonies	<b>T:</b> pp. 20-28, Ch 2 to p. 41 + 55-7 <b>S:</b> Charter of Raleigh; J. White, Letter to Hakluyt; Hariot, On Tobacco; Remarks by Chief Powhatan to J. Smith	<b>Panel Group 1 Group 7 homework</b>
10/6-9	Early New Eng. Colonies Early Middle Colonies	<b>T:</b> pp. 42-54, 58-60, 62-8 <b>S:</b> Mayflower Compact; Narrative of Goodwife Cutter; I. Joques, Descrip- tion of New York; G. Alsop, A Character of the Province Maryland.	<b>Panel Group 2 <u>QUIZ 1</u> Group 6 homework</b>
10/12-16	Late 17 <sup>th</sup> c. North America	<b>T:</b> Rest of Ch. 3 <b>S:</b> Navigation Acts; G. Mittelberger, The Passage of Indent Servants; Laws of Virginia; Nat Bacon, Declaration; Ol. Equiano, Middle Passage; Oglethorpe, Establishing the Colony of Georgia	<b>Panel Group #3 Group 5 Homework</b>
10/19-23	Early 18 <sup>th</sup> c. British	<b>T:</b> Ch. 4 to p. 106	<b><u>QUIZ 2</u></b>

10/19-23	Colonies	<b>S:</b> Jon Edwards, Sinners in the Hands of an Angry God; The Pennsylvania Charter of Privileges; English Bill of Rights	<b>Panel Group 4</b>
10/26-30	Colonial Wars Causes of Colonial Resistance	<b>T:</b> pp. 106-13, Ch. 5 to p. 131 <b>S:</b> Ben Franklin, Albany Plan of Union; J. Dickinson, Letters from a Farmer in Penn.; J. Otis, The Rights of the British Colonies; The Virginia Non-importation Resolutions; Franklin, Testimony Against Stamp Act.	<b><u>MID TERM</u></b>
11/2-6	Revolutionary War	<b>T:</b> pp. 132-44 <b>S:</b> An Account of the Battle of Lexington; P. Henry, Give Me Liberty or Death; T. Paine, Common Sense; Thomas Jefferson, Draft of the Dec. of Independence;	<b>Panel Group 5 Group 4 homework</b>
11/9-13 no class 11 <sup>th</sup>	Post War Changes and Problems	<b>T:</b> Ch. 6 to p. 164 <b>S:</b> John Adams to Abigail Adams, July 3, 1776.	<b>QUIZ 3</b>
11/16-20	Federal Constitution First Washington admin.	<b>T:</b> pp. 164-87 <b>S:</b> Debates in the Federal Convention, 1787 Madison: Federalist #51; P. Henry, Against Ratification of the Constitution; The Bill of Rights.	<b>Panel Group 6 Group 2 Homework</b>
11/23-25	1790s, Adams era	<b>T:</b> pp. 188-202 <b>S:</b> Alex Hamilton, Bank; Washington, Farewell Address; The Virginia and Kent Resolutions; Jefferson, 1st Inaugural Address	<b>Panel Group 7 Group 1 Homework</b>
11/30-12/4	1801-15 Era	<b>T:</b> Ch. 8 <b>S:</b> Message on the Burr Conspiracy; Jefferson to M. Lewis.	<b>Presentations</b>
12/9	<b>Final Exam</b>		<b>Final Exam</b>



**Useful Resources:**

1. Student Assistance Center - free workshops on study skills. Room 1106. 587-3852
2. English Skills Shop - individualized assistance, can be for 3-5 credits. Room 4128.
3. College Tutoring System - free for many subjects, including writing. Room 2123.
4. The library and its skilled reference people.
5. You have access to the vast collection of UW main campus library
6. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.