

## HIST& 146 – History of the United States to 1815

**Instructor:** Dr. Brian Casserly

**E-mail:** [brian.casserly@bellevuecollege.edu](mailto:brian.casserly@bellevuecollege.edu)

**Office:** B106

**Class Meeting Times:** Daily, 1.30-2.20pm

**Office Hours:** Mondays, 12-1pm; Fridays, 2.30-3.30pm, and by appointment

### INTRODUCTION:

Welcome to HIST& 146!

What is history? And why bother to study it?

History is an academic discipline that examines how our world has changed over time and seeks to explain why these changes occur and how they have influenced us. History helps us understand ourselves, our world, and why it is in the state it is in.

Over the course of the quarter we will be concerned with the study of history in terms of both process and content. As part of this class we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve working with primary sources, the tools that historians use to understand the past, such as letters, diaries, journals, government documents, newspaper articles, paintings, to name just a few. We will also explore how historians construct interpretations and analyses of the past, i.e. secondary sources. We will learn to think critically about both these kinds of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts and documents, and new approaches to studying history will alter our perceptions of the past.

While we learn the process of history we will also be concerned with content. Between now and the end of the quarter we will explore the history of what became known as the United States from the 16<sup>th</sup> century to the end of the War of 1812. We will be emphasizing several themes over the course of the quarter:

- How relationships among different groups of people (Native Americans, Africans, and Europeans) developed in North America and what this meant for each of those groups. Central to this will be a focus on territorial expansion by Europeans and how slavery developed in N. America.
- Social, political, economic and cultural developments.
- The international context of developments in N. America.

**This class meets daily.** Class time will consist of lectures, discussion of primary and secondary source documents, movies, etc. This is not a distance learning class! **Regular attendance in class is required and is essential if you are to receive a passing grade.** If you don't think you can regularly make it to class then you should not register for the course.

**I am available to meet with you individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course. E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours.**

**You MUST establish a Bellevue College e-mail account as soon as possible by going to <https://bellevuecollege.edu/sam/> and you should check this account regularly throughout the quarter. I will be using your Bellevue College e-mail to communicate with the class regularly throughout the quarter.**

**Class materials will be available through MyBC – go to <http://mybcc.net/> and look for the link to HIST& 146**

### **Learning Outcomes Addressed by the Class:**

At the end of the course successful students should be able to:

1. Define and explain the significance of key facts and events in the period under study, and develop criteria to judge events, people and processes from a historical-cultural perspective.
2. Determine a historical thesis and judge the appropriateness of both the argument and its development.
3. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate an original point of view demonstrating a command of relevant facts and a framework of logical deduction. This would involve:
  - Drawing inferences from discrete data
  - Differentiating between facts, value judgments, and generalizations
  - Differentiating between description and explanation
  - Synthesizing data and interpretation
  - Recognizing the role of cause and effect in historical analysis
4. Expand their vocabulary
5. Demonstrate the importance of traditions of thought and ethical values in the process of historical change

### **Course Objectives:**

Students who successfully complete this course should meet the following course objectives:

- 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 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 shaped 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 evidence 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.

#### Preparation for success:

- **Come to class and be on time.** Attend all classes and actively participate in discussion. If you are absolutely unable to attend a class, make sure you obtain notes from a fellow student and make up all work covered during your absence. If you are late in arriving to class please take your seat with a minimum of disruption to other students.
- **Be prepared to work hard.** You will need to demonstrate independent work habits and to be ready to work on class materials almost every day.
- **Behave with courtesy and respect toward your fellow students and myself.** That means no private conversations, texting, reading unrelated material or disruptive behavior in class. **All cellphones, ipods, and other unapproved electronic devices should be turned off during class times. Laptop computers may be used for class work only.** For first time breaches of classroom etiquette you will receive a warning. You will be asked to leave the classroom if you continue to disrupt the class and you may be reported to the college authorities for possible disciplinary action
- **Complete all readings and assignments on time.** Think about the readings and the discussion questions I will distribute before you complete assignments or post to the class discussion board. Take notes as you do your readings.
- **Participate in discussion.** Active participation in class discussions will help you to maximize your grade. **Everyone should show respect and courtesy to others during discussions. Keep your comments focused on the class materials.**
- **Be constructively critical.** I encourage you to challenge the ideas you hear in class, in the readings, from me, and from other students on the discussion board. When challenging others' ideas please do so in a respectful manner.
- **Proofread your work.** Your grade on written work will be partly judged on the effectiveness and clarity of your writing. I expect formal academic English on all assignments. Take the time to proofread your written work for clarity of thought, effective use of evidence, grammar and spelling. I am willing to read drafts of papers, provided you get them to me at least several days before the due date. You can discuss papers or class material with me anytime via e-mail.

- **Complete assignments and submit them on time.** Assignments and their due dates are noted in the course schedule. **Late assignments will be penalized.**
- **Keep copies of all graded work returned to you.**
- **Take your exams at the appointed time.** There will be no make-up exams except in cases of documented emergency.
- **Hand in your own work.** Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see below).
- **Don't count on extra credit assignments to pull up grades.** There are none in this class.
- **You must complete and receive a passing grade on all assignments** (including class participation) to receive an overall passing grade for the class.
- **Incomplete grades** are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

### Grading Policy:

To be successful in this course you will need to master the narrative of U.S. history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing. All written assignments (except those completed in class) must meet my requirements for papers (available on the class MyBC site) and must be submitted at the start of class on the day they are due. For due dates of assignments please see the class schedule. Late assignments will be penalized for each day they are late. **Students must receive a passing grade in all assignments (including class participation) in order to pass the class as a whole.** Your grade in the class will be determined by the quality of your work on the following assignments:

- **Weekly quizzes/short writing assignments** (20% of course grade). There will be six of these over the course of the quarter. I will drop your lowest score in calculating your final grade for this portion of the class. Some of these quizzes/assignments will take place in class but there may be some occasions when I will give you assignments to take home and submit at a later date. These assignments will be based on the assigned readings and on what we cover in class.
- **Exams** (30% of course grade). There will be 3 exams over the course of the quarter. These will take place on **April 26, May 21 and June 15.**
- **Attendance and Participation in Discussion of Readings and Class Material** (20% of course grade). 10% of your overall grade will be based on class attendance. You are allowed 3 unexcused absences from class over the quarter. Additional absences (except in the case of documented emergencies) will result in a lower attendance grade. In addition, it is also each student's responsibility to actively participate in discussions of the readings and class materials. 10% of your overall grade for the class will be based on the **quality and frequency** of your participation in class discussions, as well as on other in-class work that I may assign. Unless I indicate otherwise, students are expected to have completed the week's readings by Thursday's class and to be prepared to discuss the readings on Thursday and Friday of each week. **Make sure you bring the readings to class on those days!**
- **Paper #1** (15%). A 4-5 page academic paper, double-spaced with reasonable margins, driven by a historical thesis and properly cited evidence.

- **Paper #2 (15%).** A 4-5 page academic paper, double-spaced with reasonable margins, driven by a historical thesis and properly cited evidence. Both papers will draw strictly from class materials and will not require any outside research.

I do not allow make-up quizzes or exams except in cases of documented emergencies. Late papers will be penalized. I will grade your written assignments and return them to you within seven (7) days. Further details of the assignments will be available separately.

If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper or exam with my comments and a description of why you feel the grade you received was unfair. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged. I do not grade on a curve. Your overall grade for the class will be calculated out of 1,000 points. I have posted the grading scale I use in assessing student work in the "shared documents" folder in [MyBC](#).

### **Required readings:**

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our discussion in class and will allow us to investigate in greater depth issues that are raised in the textbook and class lectures. Students are responsible for completing all of the reading assignments (detailed on the Class Schedule) on time. Material in the scheduled readings that is not covered during class meetings may still appear on exams or quizzes, so make sure you read all that has been assigned. The textbook is available for purchase at Bellevue College's bookstore. A variety of other required reading materials are available online. They should be printed off and brought to class on the day they are scheduled to be discussed. The following are the required readings for the class:

- Robert A. Divine, et al, *The American Story* (New York: Pearson Longman, 2007).
- Documents available from *Voices of America Past and Present* (the book that came wrapped with the textbook) or through MyHistoryLab at [http://www.pearsoncustom.com/wa/bcc\\_history](http://www.pearsoncustom.com/wa/bcc_history), from online links provided through this schedule, or from documents I have placed in the "Reading" folder in [MyBC](#).

**It is important that you check the online class schedule every week to make sure you have completed all the required readings. Make sure you bring the assigned readings to class on the days they are scheduled!**

### **Important Dates for Spring Quarter 2010:**

**April 9:** Last day to withdraw with 100% refund.

**April 16:** Last day to withdraw without a "W" appearing on transcript.

**May 21:** Last day to withdraw – no refund

### **Class Cancellation:**

Class will meet at all scheduled times unless otherwise noted. In the unlikely event that the college is closed due to inclement weather and/or other emergency conditions, classes will not meet and arrangements will be made to adjust the course schedule accordingly. If you believe the college may be closed because of inclement weather or emergency conditions, you should

check the college website at <http://bellevuecollege.edu/status/> for a posted announcement, or call (425) 564-1000 for a recorded message announcing a closure.

### **Plagiarism and Academic Dishonesty:**

Plagiarism involves the use of ideas or material which is not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment, or, taking an idea from a book and presenting it as your own. To avoid plagiarism you should keep the following in mind:

1. If you copy material word for word from another source you need to place that copied material in quotation marks "..." and provide a citation for it.
2. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from another source word for word.
3. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in [MyBC](#).

If you have concerns or questions about what constitutes plagiarism, please contact me.

I will not tolerate plagiarism and I will investigate suspected cases. In the event that I find instances of plagiarism I will report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.** All ideas and material that are not your own should be cited using a consistent citation format. If you have concerns or questions about what constitutes plagiarism, please contact me.

In the context of exams cheating involves the use of unauthorized notes or other resources (eg. cellphones, Blackberries, etc), copying from other students, the use of a surrogate exam taker, etc. Like plagiarism, I will not tolerate cheating on exams and students found cheating will be reported to the college authorities and will, at minimum, receive a failing grade on the exam.

The bottom line: ALL work submitted for the class must be your work only.

### **A Note about Course Content:**

Since historians examine just about every aspect of human culture and societies, we sometimes talk about provocative or controversial material or issues that people may find disturbing. You may be confronted with subject matter that is difficult to read about, look at, discuss, or listen to. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keep in mind that you will be responsible for any course material you miss if you choose not to participate because you feel uncomfortable with that material. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it right away.

### **Other information:**

If any student needs to have a disability accommodation for this class please contact the Disability Resource Center as soon as possible. You will need to complete the relevant college

forms and present them to me within the first two weeks of the quarter. Similarly, students who are representing the college in official sporting events must complete the required forms if they will be missing class. **No accommodations will be made without the proper documentation.**

**I reserve the right to make changes to this syllabus or any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the class website in MyBC (go to <http://mybcc.net/>) and their Bellevue College e-mail account for possible changes.**

## CLASS SCHEDULE:

This schedule provides details of which readings and assignments you need to complete each week. Some points to note about this schedule:

- This calendar is tentative and I reserve the right to make changes to it as I deem necessary. I will post updated versions of the schedule in [MyBC](#).
- All reading assignments come from Divine et al, *The American Story*, from specific documents available from *Voices of America Past and Present* (the book that came wrapped with the textbook), through MyHistoryLab at [http://www.pearsoncustom.com/wa/bcc\\_history](http://www.pearsoncustom.com/wa/bcc_history), from online links provided through this schedule, or from documents I have placed in the "Class Reading" folder in [MyBC](#). Material in the readings that is not covered during class meetings may still appear on quizzes and exams, so make sure you read all that has been assigned. Readings noted "VAPP" in the schedule come from *Voices of America Past and Present*.
- I highly recommend that you make notes as you complete the readings. These will be very useful when it comes to completing the quizzes and preparing for exams.
- All readings should be completed by Friday of each week, unless I indicate otherwise.

As you read for class, you should think critically about the information being presented to you. By this I mean that you should be skeptical about what the authors have to say. Read the "Evaluating Primary Sources" and "Evaluating Secondary Sources" documents available in MyBC. You should bear these in mind as you complete the readings and examine evidence over the course of the quarter

### Week 1, April 5-9

The Americas before Europeans – diverse societies, environments and cultures

Read: *The American Story*, pages 1-16; Michael Eamon, "[Defining Primary and Secondary Sources](#)"; the following resources in chapter 1 in [MyHistoryLab](#): Pima Creation Story; Iroquois Creation Story; Thomas Harriot, "The Algonquian Peoples of the Atlantic Coast"; and the following documents in the Class Readings folder (week 1) in [MyBC](#) - Cartier observes the St. Lawrence River and its people; Huron Women

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### Week 2, April 12-16

Europeans encounter the Americas, exploration, competition for territory, effect on native peoples, Spanish colonies

Read: *The American Story*, pages 17-29; Christopher Columbus, "Letter to Luis de Sant' Angel" VAPP, 3-5; Alvar Nunez Cabeza de Vaca, "Indians of the Rio Grande" VAPP, 7-9; Bartolome de Las Casas, "Of the Island of Hispaniola" VAPP, 10-11; and the following documents in the Class Readings folder (week 2) in [MyBC](#) - Richard Hakluyt, "A Discourse Concerning Western Planting"; Alfred Crosby, "Virgin Soil Epidemics"

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**Week 3, April 19-23**

English settlements in the South, economic developments, race and development of slavery

Read: *The American Story*, pages 30-41, 55-61, 68-76; [“What Can You Get By Warre”: Powhatan Exchanges Views With Captain John Smith](#); [Report on War with Indians](#); John Smith, “The Starving Time” VAPP, 21-22; Bacon’s Rebellion “The Declaration” VAPP, 35-37; and the following documents in the Class Readings folder (week 3) in [MyBC](#) – “Life, death, and enterprise in early Virginia”;

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**Week 4, April 26-30****Midterm exam I on Monday, April 26**

The New England and Mid-Atlantic colonies

Read: *The American Story*, pages 41-55, 62-68; [The Pilgrims Arrive in Plymouth](#); John Winthrop, “A Model of Christian Charity” VAPP, 26-27; [Letter from John Winthrop](#); and the following documents in the Class Readings folder (week 4) in [MyBC](#) – John Winthrop, “Reasons to be Considered for Justifieinge the Plantation in New England”; Wendy Anne Warren, “The Cause of Her Grief: The Rape of a Slave in Early New England”

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**Week 5, May 3-7****Paper I due on Monday, May 3**

Native Americans, African Americans and Europeans in North America.

Read: Gottlieb Mittelberger, “The Passage of Indentured Servants” VAPP, 40-42; Olaudah Equiano, “The Middle Passage” VAPP, 45-47; Alexander Falconbridge, “The African Slave Trade” VAPP, 48-50; [“Your People Live Only Upon Cod”](#); and the following documents in the Class Readings folder (week 5) in [MyBC](#) – Resistance of an Enslaved African Family; Extracts from the Diary of William Byrd

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**Week 6, May 10-14**

18<sup>th</sup> century America – everyday life, wars, etc.

Read: *The American Story*, pages 76-113; [Captured By Indians: Mary Jemison Becomes an Indian](#); [The Great Awakening](#); [Fear of Slave Revolts](#); Crèvecoeur, Letters From an American Farmer (1782) VAPP, 56-57; the following documents in the Week 6 folder in the Class Readings folder in [MyBC](#) – “The Story of Dick the Negro”

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**Week 7, May 17-21**

**MAY 21 IS THE LAST DAY TO WITHDRAW FROM THE CLASS**

## Midterm exam II on Friday, May 21

### The Revolution

Read: *The American Story*, pages 115-145, A1-A6; Address of the Inhabitants of Anson County VAPP, 68-69; the following resources in chapter 5 in [MyHistoryLab](#): "Common Sense" by Thomas Paine; Adams Family Letters (March, April, May 1776); John Adams to Abigail Adams (July 3 1776); [A Shoemaker and the Tea Party](#); [Black Declarations of Independence](#); [Sarah Osborn Recollects Her Experiences in the Revolutionary War](#); the following documents in the Week 7 folder in the Class Readings folder in [MyBC](#) – Loyalist judge

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## Week 8, May 24-28

### Building a new nation I – the Constitution and Bill of Rights

Read: *The American Story*, pages 146-175, A6-A20; James Madison, Federalist Paper #10 VAPP, 80-82; George Mason, "Objections to this Constitution of Government" VAPP, 83-84; Molly Wallace, "Valedictory Oration" VAPP, 87-88; Judith Sargent Murray, "On the Equality of the Sexes" VAPP, 89; George Washington's farewell address VAPP, 96-98

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## Week 9, June 1-4 (No class on May 31 – Memorial Day)

### Paper II due on Tuesday, June 1

### Building a new nation II – political parties, Hamilton v. Jefferson, etc

Read: *The American Story*, pages 176-203; Alien and Sedition Acts VAPP, 99-100; Marbury v. Madison VAPP, 105-106; and the following resources in chapter 8 in [MyHistoryLab](#): President Jefferson's Confidential Message to Congress (1803); Lewis and Clark Meet the Shoshone, 17 August 1805; Charles William Janson, "The Stranger in America"

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## Week 10, June 7-11

### Building a new nation III, Westward Expansion, War of 1812

Read: *The American Story*, pages 204-229 and the following resources in chapter 9 in [MyHistoryLab](#): "The Western Country," Extracts from a Letter Published in *Niles' Weekly Register*; Opinion of the Supreme Court for *McCulloch v. Maryland*

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## Week 11, June 14-15

### Conclusion, review and final exam

**The final exam will be held on June 15**

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

### 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 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 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 all the required work for a course, an instructor may 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 BC 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 end of the seventh week of the quarter (Registration Office, B125). 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.

### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the [Disability Resource Centre](#) (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Centre](#), and review those needs with the instructor as well.

### 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 BC 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 sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*