

History 147

U. S. HISTORY: FIRST CENTURY OF INDEPENDENCE

(5 credits)
Spring 2009

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INSTRUCTOR

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OFFICE HOURS:
MWF @ 11:30-12:30,
TTh at 1:30-2:20, or by appt.

Welcome--

When it was launched as an independent nation, just before the dawn of the 19th century, the United States was a small agrarian republic huddled on the Atlantic seaboard and numbering four million souls. Or, you could say, it was a diverse collection of 13 republics widely separated by barriers of tradition and geography. Its farm population outnumbered city people 15 to 1. Recognizing that with a population the size of Ireland's, the United States could only be a mosquito among the Great Powers, in 1796 George Washington urged his countrymen to steer clear of involvement with France and Britain in their worldwide struggle for dominance. His successors struggled for years to avoid involvement in the world war of that era—then stumbled into it woefully unprepared in 1812.

By the end of the 19th century the band of states had surged forth to become the world's leading economic power. It manufactured more goods than Britain and France put together. Telegraph, telephone, and train tied together every part of a vast continent, and the Republic now numbered 45 states with a population exceeding 75 million. Farm families in 1900 numbered only two-fifths of an increasingly urbanized population. The Great Powers now counted the United States among their number as it forged an empire of its own and began demanding a voice in overseas affairs. How did this vast change come about?

In tracing U. S. history from the beginning of the 19th century to the beginning of the 20th, History 147 has three main themes of change: the evolution of

American politics, territorial and economic expansion, and the combination of social and cultural change. We shall ask the question of what continuities remained throughout the era. What issues recurred from generation to generation?

As we deal with such issues as loose constructionism, victory at New Orleans, the Erie Canal, religious revivals, Cherokee removal, Ralph Waldo Emerson, woman as "angel of the home," abolitionism, the annexation of Texas, secession, the battle of Gettysburg, carpetbaggers, the inventions of Thomas Edison, the blizzards of 1885-6, the Great Depression of 1893, the bicycle craze, the New Woman, Progressivism, and the rise of Theodore Roosevelt, sort it all out by thinking strategically. What major themes are these facts part of? Specific details will mean little to you unless they are put together into your own overall ideas of American history. An artist doesn't paint every blade of grass in a landscape, but just enough to convey the overall reality and mood. What you will remember from the course a year or five years from now will not be President Jackson's inaugural guest list but the ways in which he transformed U. S. politics and the Presidency.

Course Requirements

Readings--

Robert A. Divine, T. H. Breen, et al, *The American Story*, combined edition. This is the main text; it is also used in History 146 and History 148.

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

Additional assignments and resources are available online. Our textbook publisher, Pearson, offers a set of readings and videotaped discussions on which assignments will be based. This is called "My History Lab." You need to register for the Pearson site (see p. 6) after you get your copy of *American Story*. At the portal find this class' link, which will take you to the HEINRICHS HOME OF HISTORY. The Triple H will give you access to a variety of items including test preparations, lectures, and "My History Lab." Items not placed there will be at MyBCC.

Classwork—

Classes will involve both lecture and discussion. Most will follow the topic outlines, available in MyBCC, though some days will be set aside for other matters. Try to read each section of the text before we talk about it in class. It makes class easier to follow, since you know what is in the book and what isn't. Be sure to take notes in class, but not on every word. Simply summarize the essence of things as you go and whatever details you want to support it. Often review your class and reading notes. If you're ever not sure you're on top of it all, ask questions in class--or drop by during my office hour.

The “class participation” grade will be based on quizzes and discussion performance. Most class discussions will focus on assignments from the weekly online readings. These will be available at MyBCC and also the Pearson portal. A few quizzes will be surprise ones, in which case they will cover the content of the previous day’s class. Note: missed quizzes are not made up, though they may be excused.

Attendance is expected. The policy toward no-shows is “three strikes and you’re out.” That means that having more than two absences without a legitimate written excuse will result in forfeiture of half of the class participation grade (=10%), meaning that the course grade will drop from A to B, B to C, C+ to D+, or whatever. Note: you may work off up to two past absences by coming to office hour within one week after them, and passing quizzes on the missed classes.

Assessments & assignments

The four brief essays will focus on assignments from the weekly online readings. Each essay should be one page in length, 250-350 words, single-space. It will answer one of the of the discussion questions. You do not need to write all ten assigned essays; you will choose two of the first five and two of the second five. But you will need to prepare for class discussion of at least one of the questions.

There will be a midterm exam (May 11, class time) plus a final exam (June 18, 9:30-11:20). You will be able to download a preparation sheet for each test. The midterm will include a 25-question multiple-choice section, an in-test essay, and a take-home essay. The final will be the same except that both essays will be done in the test—no take-home work. Multiple-choice questions are on a preparation sheet made available before each exam.

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

One assignment is to write a typed 5- or 6-page essay, due June 11. You will write it in response to questions having to do with McGuffey readings.

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

Grading--

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

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

Final exam

20%

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

93-100%	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D

Outcomes--

At the conclusion of this course, successful students will be able to:

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective
2. Demonstrate the importance of traditions of thought and ethical values in the process of historical change
3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating a command of relevant facts and a framework of logical deduction,
 - Drawing inferences from data
 - Differentiating between facts, value judgments, and generalizations.
 - Differentiating between description and explanation
 - Recognizing the role of cause and effect in historical analysis

History is absolutely do-able if you think strategically. Think about overall trends. File facts away according to what they mean for major trends. The specific details absorbed in the course material will mean little unless you can do that. You are encouraged to put together your own interpretations of the facts.

Please observe these principles:

1. Be here regularly. Your participation in class will form part of the grade, and skipping class will hurt that. Let me know if you can't make it.
2. Arrive on time and do not leave early. No comings, goings, chit-chat, or other distracting behavior during class.
3. If you have any trouble following what is going on in class, please ask questions.
4. If you must miss a test or due date, inform me in advance as soon as possible in a written note. Tests May be made up during office hour within a week. Quizzes are not made up.
5. Unless previously arranged, late papers are penalized 2% a day.



"MY HISTORY LAB" INFORMATION

HISTORY 146/147/148

Dear BCC Student,

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

Before You Begin

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

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

Registration

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

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

Logging In

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

Need Help?

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

We wish you success in your course!

Lectures & Reading Schedule

Week I: April 1-3

The national idea

Introduction	Topic #1: Themes of the New Century
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American Story, skim Chapter 7, read Chapter 8

Week II: April 6-10

Revolutions

Topic #2: The Politics of Independence	Topic #3: National Revolution	Topic #4: Economic Revolution
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American Story, Chapters 9, 10 (to p. 265)

Week III: April 13-17

Age of Andrew Jackson

Topic #5: Democratic Revolution	Topic #6: The Age of Andrew Jackson	Topic #7: Life in the Old South
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American Story, Chapters 10 (p.265 to end), 11; *McGuffey Readers*, Introduction.

Week IV: April 20-24

Life Reordered

Topic #8: Urban Life in the North	Topic #9: Era of Perfection
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American Story, Chapter 12

Week V: April 27-May 1

Expansion and Unraveling

Topic #10: The New West	Topic #11: Westward Politics and War	Topic #12: Balance Destroyed
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American Story, Chapter 13; *McGuffey Readers*, to p. 113

Week VI: May 4-8

Unraveling

Topic #13: Road to Civil War	Topic #14: From Disunion to Total War
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American Story, Chapter 14

Week VII: May 11-15

The Civil War

<i>Midterm Exam: May 11</i>	Topic #15: The War Grinds On
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American Story, Chapter 15; *McGuffey Readers*, to p. 169

Week VIII: May 18-22

Picking up the pieces

Topic #16: Reconstruction	Topic #17: The New South	Topic #18: The Old West
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American Story, Chapters 16, 17

Week IX: May 25-29

Industrial Age

Topic #19: New Industrial Nation	Topic #20: The Experience of Industrialization	Topic #21: Era of Science
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American Story Chapters 18, 19; *McGuffey Readers*, to p. 169

Week X: June 1-5

Politics of gridlock and protest

Topic #22: Women of the Victorian Era	Topic #23: Gilded Age Gridlock	Topic #24: Watershed of the 1890s
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American Passagse, Chapters 20,21

Week XI: June 8-12

Toward the 20th Century

Topic #25: New World Order	Topic #26: The Republican Roosevelt	<i>Final Exam: June 18</i>
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American Story, Chapters 22,23 (to p. 612)

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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.