

HISTORY 201A -- US History to 1800
Spring 2008

Course #: 5435A
Instructor: Dr. Robert Doan
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Classroom: C165
Times: Daily 12:30-1:20
Office Hours: M/W/Th – 2:40-3:15
(and often 11:30-12:15)

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 evolution of British and other European colonies there, the revolutionary period, formation of the United States, the federal Constitution, and early issues that shaped the country. In the centuries between Columbus and 1800 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 years thereafter proved as tough as the war of independence, and the ‘American experiment’ seemed in doubt due to internal disputes. But by 1800 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, just as they have always been huge issues among its citizens.

Learning Objectives:

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 eras.
5. To hone the skills of reading comprehension, clear writing, and useful note taking.
6. To advance critical thinking (including of the text, 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

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 during office hours 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.

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 = 84%, B/3.0 = 81%, B-/2.7=78%)
C = 65%-77%	(C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 52%-65%	(D+/1.3 = 62, D/1.0 = 57)

The individual portions of grading include the following:

1. Exams and Quizzes

- A Midterm and a Final exam, combined worth approx. **40%**.
- Final not cumulative.
- One quiz worth **10%** of final grade
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

2. Homeworks

- Homework questions will be handed out at beginning and middle of quarter.
- You are required to turn in **3: two before the midterm and one after.**
- Will answer questions related to textbook readings.
- For full credit all **MUST** be turned in ***before*** material is discussed in class.
- No two can relate to same textbook chapter.
- Each should be about a page long (handwritten or typed).
- Must be as grammatically correct and understandable as possible.
- Collectively worth **15%** of final grade.

3. Attendance and Class Participation

- Expected to attend class as often as possible.
- **After two** unexcused absence participation grade suffers as a percentage of classes missed, because if you don't attend class you can't participate
- Participation includes regularly answering my questions, asking questions, engaging in discussion, and participating in regular group discussions/exercises.

- Class participation/attendance is worth about **10%** of final grade.

4. Final Group Papers and/or Projects.

- Worth **15%** of your final grade
- Several possibilities (discussed a few weeks into the quarter) ranging from group papers, groups projects, and/or group presentations.
- Due last week of class
- Most will involve research
- Possibilities of topics given out towards middle of term.
- Grammar and spelling count in papers, organization and clarity count in all projects/papers.

5. Panel Presentation.

- Each person, as part of a pre-assigned group, will give a short (5-10 minutes) presentation about a fictitious person representative of a group or class of people in the era in question.
- Lists of possible “characters” will be given out at least a week beforehand.
- Include the person’s lifestyle, values, aspirations, and basic socio-political outlook.
- Can be creative, but most 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 a short (3-5 minute) oral description to class about a relevant article or book you have read. If good this 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 plagerism. **THIS IS YOUR RESPONSIBILITY.**

Grading Recap:

Homeworks -----	15%	Exams --	40%
Project -----	15%	Quiz ----	<u>10%</u>
Panel Presentation ---	10%		50%
<u>Class Participation</u> --	<u>10%</u>		
	50%		

TEXTBOOK: American Passages, A History of the United States, compact third edition, ed. Ayers, Gould, et. al. Houghton Mifflin

SOURCE Materials: Handouts

Dates, Readings, and Topics (subject to adjustments)

<u>Week of</u>	<u>Topics</u>	<u>Readings</u>
March 31-- April 4	Introduction, Background, Prologue. Europe and Western Hemisphere to 1492	First half Ch. 1 (to p. 23)
April 7 -- April 11	Europe/Spain in the New World. Early Colonial South Panel #1	Rest of Ch.1 First half Ch. 2 (to p. 50)
April 14 -- April 18	Early Colonial North <u>QUIZ</u> and Panel #2	Rest of Ch. 2 First part Ch. 3 (to p. 79)
April 21 -- April 27	Late 17 th /Early 18 th C. Colonial Issues Panel #3	Rest of Ch. 3
April 28 -- May 2	Mid 18 th C. Colonial Issues 7 Years War Panel #4	Ch. 4
May 5 -- May 9	Resistance to British Rule <u>MID TERM</u>	First half Ch. 5 (to p. 149)
May 12 -- May 16	Revolutionary War Independence Panel #5	Second half Ch. 5
May 19 -- May 23	Aftermath of Revolution Post-Revolutionary Troubles Panel #6	Ch. 6 (to p. 187)
May 27 -- May 30	Constitution, 1790s Issues Panel #7 Hamiltonians vs. Jeffersonians	Const. Ch . 7 to p. 215
June 2 -- June 9	Adams and Jefferson Jeffersonian America Projects Due	Rest Ch. 7 Ch. 8 (to p. 240?)
June 11-13	<u>FINAL EXAM</u>	

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION **Revised Spring 2008**

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 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 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 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 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 sixty (60) instructional days following the end of the 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 (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

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.