

*History 202*

# U. S. HISTORY: FIRST CENTURY OF INDEPENDENCE

(5 credits)  
Fall 2007

Dr. Tim Heinrichs,  
**INSTRUCTOR**

***MONDAY THROUGH FRIDAY, 12:30-1:20 p.m., IN W-272***

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M-F 10:30-11:20,  
or just drop by.

*"THE HEINRICHS  
HOME OF HISTORY":*  
<http://facweb.bcc.ctc.edu/theinric/202.htm>

## **WELCOME--**

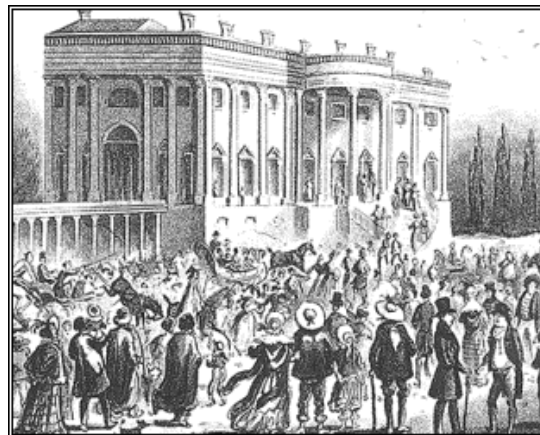
When it was launched as an independent nation, just before the dawn of the 19th century, the United States was a small agrarian republic huddled on the Atlantic seaboard and numbering four million souls. Or perhaps you could say it was a diverse collection of 13 republics widely separated by barriers 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—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 19<sup>th</sup> century to the beginning of the 20<sup>th</sup>, **HISTORY 202** 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.



*Jackson's inaugural guests, March 1829*

## **COURSE REQUIREMENTS--**

### ***Books--***

Edward Ayers *et al*, American Passages (Wadsworth, 2004; ISBN—0-534-6074-1), combined edition. This is the main text; it is also used in History 201 and History 203.

Lillian Schlissel, Women's Diaries of the Westward Journey (Shocken Books, 1992). Contains first-person accounts of the five-month Oregon Trail journey, through the eyes of its women participants. The diaries reveal the wide array of emotions and ideals felt by the women as they coped not only with the trail's hardships but also with their role in holding families together--asserting themselves while reasserting their traditional values.

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.

Topic outlines and additional readings, available on line.

### ***Coursework—***

Classes will involve both lecture and discussion. Most will follow the class outlines, though some days will be set aside for assigned readings and other matters. Try to read each section of the text before we talk about it in class so that you can join in with discussions. It also 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.

There will be three tests, on **October 19, November 12, and December 12**. (The third test will be added to the final.) Before each test you will be able to download from the web site a multiple-choice preparation sheet, and you will be tested from its questions. This process will guide your reading and give you a chance to assess what you are absorbing week by week. For the other half of each test, you will write brief essays in response to "Focus Questions" that correspond to the classes. 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.

Be ready for six to eight quizzes, which will form part of the "class participation" grade. Some will be surprise quizzes, in which case they will

cover either the content of the previous class or some reading that was due that day. Others will be described beforehand. Note: missed quizzes are not made up, though they may be excused. The “class participation” grade will also be based on class presence.

One assignment is to write two 4-page essays (due **November 13** and **December 12**) or one long one (due **December 7**). You will write each one in response to questions having to do with the women’s diaries and McGuffey readers.

There will be a **final exam** on **December 12** at **11:30-1:20**. It will include essay and factual questions and will bring together the entire course. You will be able to download a preparation sheet for the final.

## **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 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. 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.

## ***Grading--***

The following is a breakdown of the final grade:

Class participation	25%
Papers	25%
Tests	30%
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

## ***Day by day--***

Please read the text before we talk about it in class, and come ready to exchange ideas about the topics under study and to ask (and be asked) questions. Most classes will be based on the class outlines. Some will be given over to group discussions, and others to special presentations.

**Please observe these principles:**

- 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 or if you need to be late.
- Arrive on time. Please, no comings, goings, chit-chat, or other distracting behavior during class.
- If you have any trouble following what is going on in class, please ask questions, even during lectures. I love questions.
- If you must miss a test or due date, inform me in advance as soon as possible. Tests may be made up during office hour within a week.
- If you have a scheduling problem to tell me about, say it in a note.
- Unless previously arranged, late papers will be penalized 2% per day.



*The Gibson Girl*

# HISTORY 202

## LECTURES & MAIN TEXT SCHEDULE

### Week I: September 24-28

*The national idea*

Topic #1: Themes of the New Century	Topic #2: The Politics of Independence	Topic #3: The New Nationalism
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*American Passages*, Chapter 8

### Week II: October 1-5

*Revolutions*

Topic #4: Democratic Revolution	Topic #5: The Age of Andrew Jackson	Topic #6: Economic Revolution
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*American Passages*, Chapters 9, 10 (to p.302) and *Women's Diaries*, pp. 3-75

### Week III: October 8-12

*Life reordered*

Topic #7: Era of Perfection	Topic #8: Urban Life in the North
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*American Passages*, Chapters 10 (to end), 11 (pp. 313-317, 322-331), and 12 (pp. 353-357) *Women's Diaries*, pp. 76-144; 165-198.

### Week IV: October 15-18 (Friday off)

*Expansion*

Topic #9: The New West	Topic #10: Westward Politics and War	Topic #11: Life in the Old South
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*American Passages*, finish Chapter 11; 12 (pp. 357-362); *Women's Diaries*, pp. 199-231

### Week V: October 22-26

*Unraveling*

Topic #12: Balance Destroyed	Topic #13: Road to Civil War
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*American Passages*, finish Chapter **12**; Chapter **13**; *Women's Diaries*, pp. 147-158; 233-243

**Week VI: October 29-November 2** (Tuesday off)

*The Civil War*

Topic #14: From Disunion to Total War	Topic #15: The War Grinds On
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*American Passages*, Chapters **14, 15** (to p. 450)

**Week VII: November 5-9**

*Picking up the pieces*

Topic #16: Reconstruction	Topic #17: New Industrial Nation
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*American Passages*, finish Chapter 15; Chapter **16**; Chapter **17** (to p. 503); *McGuffey Readers*, Introduction

**Week VIII: November 13-16** (Monday off)

*Culture adapts*

Topic #18: The Experience of Industrialization	Topic #19: Era of Science	Topic #20: Women of the Victorian Era
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*American Passages*, **Chapter 17** (pp. 503-508; 517-523), **Chapter 18** (pp. 525-532); *McGuffey Readers*, to p. 113

**Week IX: November 19-21** (Thurs., Fri. off)

*Industrial turbulence; South and West*

Topic #21: The Old West	Topic #22: The New South
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*American Passages* Chapter **17** (pp.508-517); **Chapter 18** (pp. 532-539); *McGuffey Readers*, to p. 169

**Week X: November 26-30**

*Politics of gridlock and protest*

Topic #23: Gilded Age Gridlock	Topic #24: Watershed of the 1890s	Topic #25: New World Order
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*American Passagse*, finish **Chapter 18**; Chapter **19**



**Week XI: December 3-7**  
*Turbulent society and politics*

Topic #26: The Republican Roosevelt	Themes of the New Century	Review
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*American Passages*, Chapter 20

***Final Exam: December 12 at 11:30***



***See you in History 203***

## 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.

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\* 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.