

History 146

*U. S. : From Exploration to
Independence*

Dr. Tim Heinrichs

Syllabus for Spring Quarter, 2017

TO CONTACT:

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WELCOME--

History 146 surveys the development of the American nation from the earliest settlements through to the establishment of true national independence. That is, not simply when our nation's founders declared and then won political independence, but when Americans embraced economic and cultural independence as well, after the War of 1812. History 146 focuses on patterns of thought and values, political development, social change and sectional conflict. But it also explores the everyday social experience of groups and individuals.

It is not very difficult to get a quick bird's-eye view of the period we will be engrossed in. Instead of one or several explorers "discovering" America, representatives of very diverse peoples encountered each other in America in the 16th and 17th centuries — American and European and African peoples. They found each other through commerce, settlement, and acts of war. Meanwhile, for increasing numbers of settlers in the 17th century, religious commitments joined with material opportunities in guiding bands of emigrants away from Europe. They evolved their own distinct identities, customs, and socio-political patterns. Indeed, the 17th century among the English settlers seems to be occupied with the problems of settlement and local questions of authority. Then in the

1680s, the later Stewart monarchs (King Charles I, King James II) impose their (obnoxious and controlling) style of rule. The “Glorious Revolution” of the 1680s overthrows the detestable bunch, and the cause of liberty is saved for both sides of the Atlantic.

Or so it seems. Watch carefully. Keep your eyes on Massachusetts, especially its new charter of 1691 which Boston leader Increase Mather negotiated in London. Isn't it strange that just after negotiating this new charter, he and son Cotton had to lay down the law on the Salem witch-hunters the new style of British politics in the early 1700s. Then, look at the growth of trade between the seemingly endless wars with France, and the surprising new diversity among Americans even as they become increasingly involved in the affairs and culture of the Empire. Also, beginning around 1715, involvement with fast-developing 18th-century European ideas and the repercussions of international European power struggles led the American colonists to a series of difficult conflicts and choices.

Meanwhile, take a look at the “good old boys” who bring country music to these shores after 1715. These lowlander Scots-Irish have come a long way from the English-Scottish frontier, where they got plenty of frontier fighting--then moved to the American frontier for more.

Questions for you—One colleague suggested that the American accent was developed by about 1799. Any ideas about why? As disagreements with the British grow, is author Gross right in identifying the colonial Americans as the conservative preservers of old ways and old values, as opposed to the British modernizers? Ultimately they led the colonists to the final separation from Britain.

Also, during the war for independence, the nation's leaders sometimes expressed their choice as a covenant with republican values: freedom, equality, and self-government. Yet as we know well, the American Revolution did not fully implement these values. Succeeding generations would have to come to terms with the meaning of those commitments in an expanding society. Moreover, the United States also would have to preserve its independence until 1815 amid severe crises of political division and war, and forge a new sense of nationhood.

In this course you will process many historical facts. Don't feel overwhelmed! History is absolutely do-able if you think strategically rather than getting overwhelmed by a myriad of seemingly unrelated details. Don't get nibbled to death by ducks. 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.

As we deal with such issues as the Six Nations, *sola fide*, indentured servants, the Halfway Covenant, proprietary government, the “deputy husband,” Roundheads,

charter revocation, Parliamentary supremacy, Navigation acts, the slave trade, Jonathan Edwards, Commonwealthmen, the sensational John Locke, the wars for empire, Louisbourg, the Tea Act, Minutemen, the Treaty of Paris, Articles of Confederation, Shays' Rebellion, Philadelphia 1787, funding and assumption, the Undeclared War, the Revolution of 1800, the Louisiana Purchase, the Chesapeake Incident, the Embargo, and victory at New Orleans, 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 Thomas Jefferson's victory margin in 1800 but his ideals and their tension with his policies.

COURSE REQUIREMENTS--

BOOKS—

* Robert A. Divine, T. H. Breen, et al, *The American Story*, Vol. I , 5th edition, (Pearson, 2012) ISBN: **9780134057026**. This is the main text.

* Robert A Gross, *The Minutemen and Their World* (Hill and Wang, 2001) ISBN: **9780809001200**. Study of the cultural and social environment of Concord, Mass., home to many a Minuteman. Unsurpassed in combining and presenting the factors that shaped their response to the Revolution.

* Additional readings, to be found in the Modules

STRATEGY--

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 by
2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Evaluate historical arguments, judging the appropriateness of both logic and content
4. Adapt interpretive processes of analysis and synthesis to articulate their own points of view, demonstrating command of relevant facts and framework of logical deduction...

- * *Differentiating between facts, value judgments, and generalizations*
- * *Differentiating between description and explanation*
- * *Recognizing the role of cause and effect in historical analysis*

To put it another way, successful students will give details and reasons for how and why North America was colonized as it was, and outline the nature of the various colonial experiences. They will appreciate the role of ideas and cultures in the founding of this nation as well as the influence of socio-economic considerations. They will become familiar with the some of the controversies and ideas that have driven contemporary investigation of the colonial period.

Successful students also will be able to distinguish between fact and fiction, understand logical argument, detect bias, measure the difference between mere opinion and informed opinion, and gauge prejudice. They will be able to organize and analyze data correctly and meaningfully. They will be able to provide a credible time line of events, and understand the relationships between cause and effect in history.

Students also will build competence in clear, logical, fact-based writings.

COURSE NAVIGATION--

Time-wise, the class is divided into eight Modules:

Module #1	April 3-12	
Module #2	April 12-21	APRIL 21 at 12:30 pm, Short Essay # 1 Due on Canvas
Module #3	April 21-30	
Module #4	April 30-May 9	MAY 8, Midterm Exam Due in Class
Module #5	May 9-18	
Module #6	May 18-27	MAY 26 at 12:30 pm, Short Essay # 2 Due on Canvas
Module #7	May 27-June 5	JUNE 6 at 12:30 pm, The Minutemen Essay Due on Canvas
Module #8	June 5-14	JUNE 14, 11:30 am – 1:20 pm, Final Exam Due in Class

COURSEWORK—

By the end of the term, you will have finished these assignments and assessments:

1. *Reading textbook and other readings, as posted in the Modules*
2. *Writing and posting Short Essay # 1, due April 21st at 12:30 pm on Canvas, 50 points*
3. *Writing and posting Short Essay # 2, due May 26th at 12:30 pm on Canvas, 50 points*
4. *Taking the midterm exam in class on May 8th, 100 points*
5. *Taking the final exam in class on June 14th at 11:30 am – 1:20 pm, 100 points*
6. *Writing a five-to-six-page paper based on The Minutemen & Their World book, due June 6th at 12:30 pm on Canvas, 100 points*

GRADING--

The following is a breakdown of the final grade by category:

Short Essay # 1	50 points
Short Essay # 2	50 points
The Minutemen Essay	100 points
Midterm Exam	100 points
Final Exam	100 points

Final course letter grade is calculated according to the following grade scale:

100-93% = A
93 - 90% = A-
90 - 87 = B+
87-83 = B
83-80 = B-
80-77 = C+
77-73 = C
73-70 = C-
70-67 = D+
67-63 = D
63-60 = D-
60-0 = F

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late work is accepted, but with a penalty of 2 percent per day. This can be avoided if you obtain permission for an extension in advance of the due date and have a compelling reason for that. Note: Brief essays are graded on a 50-point scale, so the late penalty amounts to 1 point percent day.

Policy #2: Late work will be accepted up to Final Exam day, and after that only if you have completed at least half of the coursework. That means at least two essays and the midterm must be in by the day of the final, or no work will be accepted. Furthermore, a grade of "incomplete" may be granted only if half the work is done by exam time.

Policy #3: If a problem prevented you from taking the final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam, and I agreed to reschedule it for you. It will be waived in case of an unforeseen, valid emergency. It will be waived if the problem was the responsibility of myself or of Canvas, but not if it was with your computer or a scheduling problem.

Policy #4: No extra credit assignments.

If you're ever not sure you're on top of it all, if you have any questions about the course, ask questions by Canvas e-mail, or to theinric@bellevuecollege.edu. Or call and leave a message at 425-564-2114. I am looking forward to exploring with you the lives and minds that made up colonial America.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

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 and at [http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

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 program assistants or coordinators 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.

**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.*