

HISTORY 147 – US History II - 1800 to 1900

Course # 5232 OCS

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Office Hours: M – 3-3:30, T/Th – 1-1:30, and by appt.

Course Description: Description:

Examines the problems involved in creating a new nation and establishing a federal government. Students discuss the formation of political parties, the democratization of American society, national expansion, the Civil War, and the impact of industrialization. May be used as social science or humanities credit, not both, at BC. This course examines the history of the United States from the early years of the republic to the end of Nineteenth Century. The course focuses on key figures, events and eras, and explores important themes and issues relevant to the nation's historical development, including the early years of the republic, dramatic and revolutionary changes in transportation and the economy, Manifest Destiny and western expansion/conquest, slavery, the Civil War and Reconstruction, the rise of industry and labor, and Imperialism. Students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations. The diverse history of the nation will be emphasized by examining individual cultures, their interactions, and the challenges faced by multicultural America. Courses in the U. S. History series, HIST #146 (formerly HIST 121), HIST #147 (formerly HIST 122), and HIST #148 (formerly HIST 123) may be taken independently and in any order.

Course Content, Topics and Themes:

- Principles and Practices of Historical Methodology
- Historical Content
 - “Revolution of 1800”
 - Jefferson, Louisiana, & the Agrarian Republic
 - Madison, Indian Resistance, & the War of 1812
 - Transportation Revolution & Emerging Market Economy
 - Andrew Jackson, Nullification, & Indian Removal
 - Slave, Slavery, & the Southern Defense
 - Social Reform Movements – Abolition & Women’s Rights
 - Manifest Destiny, Expansion, & War
 - Sectionalism, the Civil War, & Reconstruction
 - Trans-Mississippi West – Expansion, Conquest, Development
 - Industrialization, Urbanization, Labor, & Immigration
 - Populism & the 1890s
 - Empire/Imperialism

This course will familiarize you with the main events, as well as social and political forces, that spurred the United States to emerge from a generation of revolt, war, and turmoil to achieve after 1800 increasing stability, great economic and territorial expansion, and prosperity to become the world’s largest economy and one of its great powers by 1900. But this century also includes the increasing divergence between North and South that led to catastrophic conflict. Thereafter, however, the nation became increasingly industrial, technological, and urban – pre-Civil War processes that accelerated rapidly between 1870 and 1900 (and continue to this day). In addition to the topics listed above, some key issues/themes we will examine throughout the quarter include:

- early industrialization and urbanization,
- the national transformations of the Jacksonian era (late 1820s-1830s),

- Westward expansion and “Manifest Destiny,”
- late 19th c. industry, urbanization, and immigration, and imperialism.

But we will not only study these events and the forces that spawned them, for 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 European culture while rejecting its ‘worst.’ Whether the promise of this vision (individual economic freedom, equality of justice and opportunity, representative government, etc.) has been realized, or is more rhetoric, will also be a constant topic of discussion in the course, just as they have always been huge issues among its citizens. The US would also become a world power (one of many) by 1900 and seek to project its values, as well as economic interests, beyond its borders in a world dominated by Europeans.

Moreover, the US was NOT Europe because it is composed of diverse populations resulting from immigration – some forced, as in African slavery -- but mostly voluntary, from all corners of Europe, but also from Asia and Latin America. This fact of American diversity in race, ethnicity as well as gender, will also garner significant attention in understanding the unique qualities and evolution of American civilization. All these topics will be sources of discussions.

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.

Course Outcomes:

After completing this class, students should be able to:

- Through written essays and verbal class discussion, successful students will analyze relevant causes and effects in addressing such questions as how changing social forces paved the way for economic growth in the early 19th century; how the War of 1812 played a pivotal role in ushering a new politics and new economic development; the ingredients of the early industrial revolution and its impact on social structures; how these new realities were influenced by the Romantic mood and the Second Great Awakening; why slavery was strengthened in the South in the early industrial revolution; Why ideological barriers contributed to the Civil War; why the North won that war the way it did; why Reconstruction ended without attainment of racial equality; what forces propelled the “second” industrial revolution; why American politics was grid locked and unable to cope with pressing issues in the 1870s and 1880s; and why the crisis of the 1890s produced the political change it did.
- Successful students will present accurate timelines in written narrative forms (in written and oral analysis), such as exams or extended essays (including oral discussion, tests, and papers). They will be able to do this in such areas as the events of the political crisis of

the 1790s, the first seven Presidents and the major ones who followed them; key events leading to the Civil War, and major political events up to 1900. They will similarly be able to place in context the presence of individuals who helped shape events

- Successful students will understand and describe impact on political developments and social relations the major cultural trends and patterns, such as Calvinism, the Second Great Awakening, Romanticism, and naturalism. Successful students will also describe and explain the role played by significant events and individuals, such as the XYZ Affair, the “Revolution of 1800,” the Louisiana Purchase, the Erie 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 Spanish-American War, and the New Woman.
- 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 evidences 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 the 19th-century America, in areas such as the Overland trail and the Civil War, 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 consolidation of slavery in the South, the extent of feminine submission in Victorian America, the reasons for the Civil War, and the true impact of industrialization.

Additional Learning Objectives:

1. To relate and compare American 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 the 19th century.
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.

Plagiarism – Special Note: For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any 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 discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade.** If egregious second offense **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:
http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm

Additionally, check out the following links to make sure there is no confusion relating to this topic:
University of Washington – Bothell Library <http://www.uwb.edu/library/guides/research/plagiarism.html>
<<http://library.csusm.edu/plagiarism/>>
<http://owl.english.purdue.edu/handouts/research/r_plagiar.html>
<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

- ❖ **Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students’ rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college’s disciplinary policies and procedures as described in the *Student Handbook*.

Bellevue Community College’s Affirmation of Inclusion

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college’s “Affirmation of Inclusion” is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don’t show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College.

Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services, [link to Student Code](#).

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format 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 in compliance with 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 during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. 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 contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

GRADING PARAMETERS:

I will grade on the following numerical system:

A = 88%-100% (A-/3.7 = 90%, A/4.0 = 94+%)

B = 77%-87% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=78%)

C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)

D = 51%-63% (D+/1.3 = 62, D/1.0 = 57)

as I have always felt that if you receive over 50% you should pass. Bear in mind that letter grades I will give on writing assignments will be based on this scale.

Specific assessments and portions of grades are as follows:

• GRADING REQUIREMENTS

QUIZZES 30% Three quizzes will *be based on readings* and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15, plus Short Answer (I may also refer to them as “Identifications”) drawn from posted lists (under “FILES” tab) of terms and will consist of either individuals, places, programs, policies, and events from those list. Lists of terms will be posted under Modules at stages in the course. Those **without** an * will relate to objective questions. Those **with an** * are the only ones that may also be chosen as identification/short answers. You will **describe these in a full paragraphs and explain their historical significance**, and also including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. IDs are worth between 30-40% of quizzes.

• Final Exam: 20%

There will be one blue book exam. Check the class Schedule for date.

- Final semi-cumulative.
- Questions similar as on a quiz, but 50% more of them.
- No map, BUT a substantial written essay question.
- List of essay questions given out approx. several weeks before.
- Essay includes doing outlines and critiques of other’s outlines (required)

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth about 50% of exam. You will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues.

• Weekly Answers/Responses 50% There will be weekly graded discussions based on assigned readings. Each week there will be multiple questions to choose from based on the previous week’s readings (For example, Sept. 19-25 you will be reading and taking notes on Week 1 materials) Each week there will be options to post either an ANSWER and/or a RESPONSE the following week. [Be AWARE: You don’t have to do all of them. (More below) Thus, Week 1 answers are due Mon. Sept. 26 (if you choose to answer one). Subsequent Answers will also be due on Monday following when readings are assigned. Then, by each Thurs. (Sept. 29 for week One) you may post a Response or two to Answers your classmates had

posted that Monday. Each week will follow a similar pattern. You ONLY need post 4 total Answers for the whole quarter – but 2 during weeks 1-5, and 2 during the weeks thereafter -- (though MAY post a 5th answer anytime to replace a poorly scored one and/or for a little extra credit). Thus, if in week 1 you don't get the reading fully done in time, don't post a half-way answer. Instead, wait until week 2 to post an Answer, and instead post a Response to someone else's Answer, as Answers must be more substantial and show you did the readings, etc., whereas Responses, while still needing to show you understood the material and can add info/thoughts to it, are less substantial. Make sense?

- You need to post 5 Responses to other people's answers by end of quarter in addition to the Answers. Like Answers, though, you need to post at least 2 by week 5, and at least 2 thereafter. In addition, at least 3 Responses need to be posted in weeks when you did NOT post an answer. In short, I don't want you to bunch up Answers and Responses into just a few weeks, but spread them out over the quarter. OK? You may post more than one response in a given week, but they will be combined into one score. Thus, you can only get one Response grade per week. If you do post a Response and an Answer in the same week (try not to do this more than twice, though) try to make it to a different question than the one you answered.
- Each **Answer (due Mons.)** will be worth 25 points, and each **Response (due Thurs.)** is worth 10, for a maximum of 150 possible points. Answers should be c. 400-600 words (Going over 700 will begin to incur deductions), and in the process should include the key information (not regurgitation of all details, but explaining key points and showing understanding of the relevant material) and explanations. Assume that you are explaining the material to someone who doesn't know it. This always assumes well written English. Poor writing will incur deductions too. These will *always* be due **Monday evenings**. These NEED to have INTERNAL citations in them, at least 3 (and likely more), whenever you quote, *as well as* roughly every section/paragraph, giving page numbers from text, etc., and full citation material if you used info from on-line or elsewhere. (see Plagiarism info above as well)
- Responses to person's answers (those due **Thursday evenings**) should be c.200-300 words each (or slightly more or less), worth 10 points per week, and need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too.

I will post examples of good examples and responses most weeks, so you can learn from them, as well as see examples of well constructed and explained Answers.

LATENess: A 5% mininum deduction is given per day to any late posts.

Grading Recap:

Exams	20%
Quizzes	30%
Weekly Answers/Responses	50%

TEXTBOOK: The American Promise vol B ed. Roark 5th ed.
Bedford/St Martins 9780312569471

SOURCE BOOK: Voices of America Past and Present, vols. I-II
Pearson-Longman Pub. 9780321411617 and 9780205521524

Calendar

Week of	Topics	Readings	Assignments
Sept. 18-22	Republican Presidents (Jeff., Madison, Monroe) and War of 1812	T:Ch 10 S:#8.2-3, file posts	<u>Get books and read</u>
Sept. 25-29	Economic Growth, Jacksonian era, and Reform Efforts	T:Ch. 11 S:#9.1, 10.1-3, 12.1	<u>Week 1 Answers due - 9/25</u> <u>Week 1 Responses due – 9/28</u>
Oct. 2-6	Western Movement, Expansion, and Wars of conquest with Mexico	T: Ch. 12 S:#12.5, 13.1-3, 5	<u>QUIZ 1</u> <u>Week 2 Answers due – 10/2</u> <u>Week 2 Responses due – 10/5</u>
Oct. 9-13	Slavery and “King Cotton” in South	T:Ch. 13 S: #11.1-3. 12.4,	<u>Week 3 Answers due – 10/9</u> <u>Week 3 Responses due – 10/12</u>
Oct. 17-20 (off 10/16)	Sectional Divides, start of Civil War	T:Ch. 14 S: #14.2-3, 5	<u>Week 4 Answers due – 10/17</u> <u>Week 4 Responses due – 10/19</u>
Oct. 23-27	Civil War	T: Ch. 15 S: #15.2-5	<u>QUIZ 2</u> <u>Week 5 Answers due – 10/23</u> <u>Week 5 Responses due – 10/26</u>
Oct.30-Nov. 3	Reconstruction and Impeachment	T: Ch. 16 S:#16.1-3, 5-6	<u>Week 6 Answers due – 10/30</u> <u>Week 6 Responses due – 11/2</u>
Nov. 6-9 (off 11/10)	Western Expansion and Indian Wars	T: Ch. 17 S: #17.1-2.	<u>Week 7 Answers due – 11/6</u> <u>Week 7 Responses due – 11/9</u>
Nov. 13-17	Industrial/Rail Boom, “Robber Barons” and Corrupt Politics	T: Ch. 18 S:#18.1, 18.4	<u>QUIZ 3</u> <u>Week 8 Answers due – 11/13</u> <u>Week 8 Responses due – 11/16</u>
Nov. 20-22 (off /23-4)	Booming Cities, Urban Problems, and Labor Struggles	T: Ch. 19 S: #18.3, 19.6-7	<u>Week 9 Answers due – 11/20</u> <u>Week 9 Responses due – 11/24</u>
Nov. 27-Dec. 1	1890s – Populism, Conflicts, and Foreign Expansionism	T: Ch. 20 S:#19.2, 4, 20.1, 21.1-4	<u>Week 10 Answers due – 11/27</u> <u>Week 10 Responses – 11/30</u>
Dec. 4-7	<u>Final Exam</u>		<u>FINAL EXAM</u> <u>Week 11 Answers due – 12/4</u> <u>Week 11 Responses due – 12/6</u>