

# **HISTORY 146 – US History I - to c.1812**

Instructor: Dr. Robert Doan

Classroom: D274C

Times: T/Th 12:30-2:40

Office: B106 #3137

Course: # 5214 sec. B

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Office Hours: M-Th.- 10:30-11, M+W – 1-1:30, and by appt.

## **Course Description:**

Examines the creation and evolution of the United States beginning with pre-contact native peoples and continuing through the early years of the 19<sup>th</sup> century. The course focuses on key figures, events and eras and explores important themes and issues relevant to the nation's historical development, including Native American societies, colonization, slavery, the revolutionary era, establishment of the Constitution, and the early years of the republic. 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- Historical Content
  - Native America
  - Exploration & Colonization
  - European Settlements & Colonial Development
  - Free Labor, Indentured Servants, & African Slavery
  - Puritan Mission
  - British Empire & Colonial Relations
  - 18<sup>th</sup> Century Colonial Society & Economy
  - Seven Years War
  - Colonial Resistance & Revolution
  - Declaration of Independence, Articles of Confederation, & the Constitution
  - Republican Citizenship
  - Early years of the New Nation
  - “Revolution of 1800”, Jeffersonian vision.

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 effects this had on native peoples – their accommodation and resistance -- the evolution of British and other European colonies, 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 devastated its native peoples, and in the process created whole new cultures and civilizations, including through forced labor of Africans. 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.

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-European-ness," 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.' But America was not just European transplants, of course, but composed too of African slaves and native peoples. And whether the promise of this vision (individual freedom, equality of justice and opportunity, representative government, etc.) had/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.

**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.

### **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 colonial era.
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.

### **Class Expectations and Keys to Success:**

1. Attend class regularly (which means 90%+ of the time). Participation portion of grade (see below) can only be gained if you attend. Plus, History builds on itself, like any story. You can only grasp the 'story' if you are there to hear it.
2. Take notes! You can't possibly remember all the info, nor the connecting points of the 'story' unless you are able to remind yourself of them. Take notes from readings too.
3. Do reading. Reading text and other materials before we discuss them is critical. You don't have to "get it" all initially, but you do need to have tried to understand it.
4. Ask and answer questions. Not only is this part of your grade, but this helps you grasp points better.

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION - Spring 2012**

### **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.

### **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").

### **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 secretaries 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.*

## **Academic Integrity:**

1) **Plagiarism – Special Note:** For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing 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 plagiarism. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

No Plagiarism or cheating will be tolerated. **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 and perhaps an F for the course if the violation is flagrant.**

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](http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm)

Additionally, look at some of these following links to prevent confusion:

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://owl.english.purdue.edu/handouts/research/r_plagiar.html)>

<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

**Cell Phones and Laptops** -- You are expected to turn off/silence your cell phones, AND put them away and **out of sight once each class begins**. Using them during class will result in a warning; a second incident may result in my asking you leave the room. If you need to check something or make a call, please leave class quietly to do so.

Laptops are fine, **providing** you are using them for class related matters. If not, the same procedures apply as with cell phones.

**TEXTBOOK:** **The AMERICAN PROMISE vol. A (or 1)** 978-0312-66313-1  
ed. Roark, Johnson, et al. Bedford/St Martin 5<sup>th</sup> ed. (4<sup>th</sup> or 6<sup>th</sup> ed. acceptable)

**DOCUMENT SOURCES:** **Voices of America: Past and Present** vol. I 0-205-52152-5  
Pearson-Longmen Plus Handouts

## **GRADING**

On tests and quizzes, I will basically grade on the following numerical system:

A = 87%-100%	(A-/3.7 = 89%, A/4.0 = 94+%)
B = 76%-87%	(B+/3.3 = 84%, B/3.0 = 81%, B-/2.7=77%)
C = 64%-76%	(C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-64%	(D+/1.3 = 61, D/1.0 = 56)

The individual portions of grading include the following:

### **Quizzes:** 50%

There will be four quizzes, each based on readings and lectures, via handouts of terms and places to know. Quizzes will be primarily objective (T/F, Multiple choice, matching), usually between 15-20 in total, as well as two Short Answers, as well as a few **map** questions based on lists of places noted above.

**Short Answers** will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs 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.

**Make-up quizzes** will not be given except when student alerts me as to why they missed BEFORE the following class, via email, etc.

### **Final Exam:** 25%

- 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 long answers (3-5 pages in many cases) that are well organized, clear, and supported by evidence. Worth c. 50% of exam.

### **Synopsis** 12.5%

This assignment requires you to find and read relevant materials from text, etc. (and perhaps also beyond, but **MUST** use text readings) and then write brief synopsis or "overview" and interpretation of what you have read.

- Synopses questions will be handed out, and posted on CANVAS, throughout quarter.
- Each individual required to turn in only ONE for an individual grade (, but all in your group will turn in on same day (see calendar for due dates for your group). Late submissions will incur deductions. None accepted more than one week late (and then only for half credit)
- Different groups will be assigned different questions with different due dates.

- Each person will choose a different question. Do people doing the same one may result in deductions!
- Questions will be based on textbook and document readings.
- Should be 1-2 typed (***NOT single spaced***) pages long (going long may incur deductions)
- Must be as clear and grammatically correct as possible.
- MUST include at least 3 internal citations of sources (at least two from Text Book or Source Book)
- Be prepared to SHARE your info IN CLASS! Your oral explanation of what you write is part of the grade for these assignments (c. 25%), as well as part of Class Participation

### **In-Class Discussions/Participation: 12.5%**

There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

- Expected to attend class as often as possible.
- Participation includes regularly answering my questions, asking questions, engaging in discussion, and especially participating in regular group discussions/exercises.

### **EXtra Credit:**

The **only** extra credit allowed a 2nd synopsis (must be approved by me in advance) This *may* (no promises) raise your final grade one decimal (ie., 3.5 to 3.6).

### **Grading Recap:**

Final Exam	25%
Quizzes	50%
Synopsis	12.5%
In-class Participation	12.5%

### **Chart of Readings, Topics and Assignments 6<sup>th</sup> ed.** (subject to adjust.)

T: = Text Book (Am. Story) S: = Source Book (Read ALL Intros too)

<b><u>Date</u></b>	<b><u>Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
T:Jan. 2	Introduction, Background Native-American Cultures	T:Ch 1 (skip pp. 6-9) to p. 16 (through “Burial Mounds...” section)	<b><u>Get books and read!</u></b>
Jan. 4	European Exploration and Conquest	T: Rest of Ch. 1, Ch. 2 up to p. 36 (to “Other Mexico” section) S:#1.1, 1.2	
T:Jan. 9	Spanish Rule, Early English and French Attempts in N. Amer.	T: Rest of Ch. 2. S:#1.3, 1.4	

Jan 11	Chesapeake Settlement and Society	T: Ch. 3 to p. 66 S: 2.1, 2.2	<u>Group 1 Synopsis</u>
T:Jan. 16	Settlement in New England	T: Ch. 4 to p. 87 S: 2.3	<b><u>Quiz 1</u></b>
Jan. 18	New England Expansion, Carolinas and Bacon's Rebellion	T: Rest of Ch. 3, pp. 88-92 in Ch. 4 (to "Middle Colonies" section) S: 2.4, 3.1	<u>Group 2 Synopsis</u>
T:Jan. 23	Middle Colonies and Colonial Rule	T: Rest of Ch. 4 S: 3.3	
Jan. 25	Growth and Change in early 18 <sup>th</sup> c., Slave trade, Georgia	T: Ch. 5 to p. 122 (to "Unifying Experiences") S: 3.2, 3.5, 3.6, 4.5	
T: Jan. 30	Southern Society, Enlightenment, Great Awakening	T: Rest of Ch. 5 S: 4.3, 4.4	<b><u>Quiz 2</u></b>
Feb. 1	Colonial Government, 7 Years War Effects	T: First 9 pages of Ch. 6.	<u>Group 3 Synopsis</u>
T: Feb. 6	Colonial Tax Revolts, and Early Resistance to British Rule	T: To p. 154 in Ch. 6 S: 5.1	
<b>T: Feb. 13</b>	Resistance becomes Revolution	T: Rest of Ch. 6 S: 5.2, 5.3	<u>Group 4 Synopsis</u>
Feb. 15	Independence and War	T: First dozen pages of Ch. 7 (to "Home Front")	<b><u>Quiz 3</u></b>
T:Feb. 20	War Turns and Moves South	T:To p.189 in Ch. 7 (to "Losers..Winners")	
Feb. 22	End of War Post-War Changes and Problems	T: Rest of Ch. 7, Ch. 8 to p. 212 (to "Shay's Reb..") S: 6.1, 6.6	<u>Group 5 Synopsis</u>
T: Feb. 27	Shay's Rebellion Constitution	T: Rest of Ch. 8 S: 6.2, 6.3	
March 1	Creating a Government. 1 <sup>st</sup> Wash. Admin., Hamilton	T: First 8 pages of Ch. 9	<b><u>Quiz 4</u></b>
<b>Th: March 8</b>	2 <sup>nd</sup> WA admin, increasing strife and divisions	T:To p. 245 in Ch. 9 S: 7.1	<u>Group 6 Synopsis</u>
<b>T:March 13</b>	Adams Admin., Federalists vs. Republicans	T: Rest of Ch. 9 S: 7.2	
March 15	Jefferson's Presidency	T: Ch. 10 to p. 264 S: 8.2	Outlines due
	Jefferson, Madison, and War of 1812	T: pp. 265-69 in Ch. 10 S:8.3	Outlines returned
Th: March 22	<b><u>Final Exam</u></b>	11:30-1:20	

## **Chart of Readings, Topics and Assignments 5<sup>th</sup> ed.** (subject to adjust)

T: = Text Book (Am. Story) S: = Source Book (Read ALL Intros too)

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Jan. 4	European Exploration and Conquest	T: Rest of Ch. 1, Ch. 2 up to p. 43 (to “Other Mexicos” section) S:#1.1, 1.2	
T:Jan. 9	Spanish Rule, Early English and French Attempts in N. Amer.	T: Rest of Ch. 2. S:#1.3, 1.4	
Jan 11	Chesapeake Settlement and Society	T: Ch. 3 to p. 76 S: 2.1, 2.2	<u>Group 1 Synopsis</u>
T:Jan. 16	Settlement in New England	T: Ch. 4 to p. 100 S: 2.3	<b><u>Quiz 1</u></b>
Jan. 18	New England Expansion, Carolinas and Bacon’s Rebellion	T: Rest of Ch. 3, pp. 101-08 in Ch. 4 (to “Middle Colonies” section) S: 2.4, 3.1	<u>Group 2 Synopsis</u>
T:Jan. 23	Middle Colonies and Colonial Rule	T: Rest of Ch. 4 S: 3.3	
Jan. 25	Growth and Change in early 18 <sup>th</sup> c., Slave trade, Georgia	T: Ch. 5 to p. 139 (to “Unifying Experiences”) S: 3.2, 3.5, 3.6, 4.5	
T: Jan. 30	Southern Society, Enlightenment, Great Awakening	T: Rest of Ch. 5 S: 4.3, 4.4	<b><u>Quiz 2</u></b>
Feb. 1	Colonial Government, 7 Years War Effects	T: First 9 pages of Ch. 6.	<u>Group 3 Synopsis</u>
T: Feb. 6	Colonial Tax Revolts, and Early Resistance to British Rule	T: pp. 166-78 in Ch. 6 S: 5.1	
<b>T: Feb. 13</b>	Resistance becomes Revolution	T: Rest of Ch. 6 S: 5.2, 5.3	<u>Group 4 Synopsis</u>
Feb. 15	Independence and War	T: First dozen pages of Ch. 7 (to “Home Front”)	<b><u>Quiz 3</u></b>
T:Feb. 20	War Turns and Moves South	T: pp. 203-19 in Ch. 7 (to “Losers..Winners”)	
Feb. 22	End of War Post-War Changes and Problems	T: Rest of Ch. 7, Ch. 8 to p. 242 (to “Shay’s Reb..”) S: 6.1, 6.6	<u>Group 5 Synopsis</u>
T: Feb. 27	Shay’s Rebellion Constitution	T: Rest of Ch. 8 S: 6.2, 6.3	
March 1	Creating a Government.	T: First 8 pages of Ch. 9	<b><u>Quiz 4</u></b>



	1 <sup>st</sup> Wash. Admin., Hamilton		
<b>Th: March 8</b>	2 <sup>nd</sup> WA admin, increasing strife and divisions	<b>T:</b> pp. 264-77 in Ch. 9 <b>S:</b> 7.1	<u>Group 6 Synopsis</u>
<b>T:March 13</b>	Adams Admin., Federalists vs. Republicans	<b>T:</b> Rest of Ch. 9 <b>S:</b> 7.2	
March 15	Jefferson's Presidency	<b>T:</b> Ch. 10 to p. 300 <b>S:</b> 8.2	Outlines due
	Jefferson, Madison, and War of 1812	<b>T:</b> pp. 300-05 in Ch. 10 <b>S:</b> 8.3	Outlines returned
Th: March 22	<b><u>Final Exam</u></b>	11:30-1:20	