

History 147 Online
America in the Nineteenth Century
Dr. Terry Anne Scott
Syllabus for Spring 2018

TO CONTACT ME:

Canvas Site

Or

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WELCOME--

History 147 surveys the development of the American nation during the nineteenth century (1800s). We will explore urbanization, westward expansion, immigration, migration, slavery, the Civil War, the economic growth. History 147 emphasizes institutions, issues, and ideas that impacted America in the nineteenth century. It focuses on basic trends, such as industrialization, patterns of thought and values, political development, social change and sectional conflict. It also explores the everyday social experience of groups and individuals.

In this course, you will process many historical facts. Do not feel overwhelmed! History is absolutely do-able if you think strategically and read the assignments. Rather than getting overwhelmed by a myriad of seemingly unrelated details, think about larger concepts to help you keep track of the smaller details. Think about overall trends. File facts away according to what they mean for major trends. You are encouraged to put together your own interpretations of the facts. **TAKE NOTES WHILE YOU ARE READING--THIS WILL HELP!**

WATCH ALL VIDEOS THAT I POST. Most weeks, there will be short or long videos posted as part of the assignments. These videos will help you understand the information. They videos also help make the information more engaging.

COURSE REQUIREMENTS--

TEXTBOOK AND OTHER READINGS:

* Divine, *The America Story*, Combined Volume, Available in the bookstore

*Access to the movie "Twelve Years A Slave"

* Additional reading assignments are available in "Weeks" folder on the "Module" page. These readings will be posted and do not need to be purchased

There will be some videos posted in some Modules

COURSE OUTCOMES:

At the conclusion of this course, 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 your 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 command of relevant facts and 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*

To put it another way, successful students will understand how and why North America expanded physically and economically during the nineteenth century. They will become familiar with some of the controversies and ideas that ushered in changes during the nineteenth century.

Successful students also will be able to distinguish between fact and fiction, understand logical argument, detect bias, and measure the difference between mere opinion and informed opinion. 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 the written expression of ideas.

COURSE WORK

Go to the "Module" page (accessible from the **Home Page**).

The paper assignment will be located there, too. This page paper (no fewer than 1,500 words) will be based on a topic of your choosing. Please e-mail me a topic by April 20 to obtain topic approval.

Discussion Essays and Responses--

You will also find the Discussion assignments there. One central element of the course is the eight Discussion Essays and eight Discussion Responses you will write. You can write a discussion essay for ANY EIGHT of the eleven weeks. When you do these Discussion assignments, follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon and not by email. Each essay should be at least 400 words in length. See the table below or consult the overall schedule in "Assignments" for the deadlines, which fall on Fridays and Sundays.

(For guidance on writing these Discussion Essays, see "**Writing Great Discussion Essays**" on the "Welcome to the Course" page, which is accessible on the Home Page.)

When you post a Discussion Response to the essay of another student, the response should be at least 100 words in length. (See the schedule below for due dates.) Find other students' essays through each Discussion assignment's **Post** icon. Your response should directly answer the argument or explanation of the essay you are addressing. You do not need to waste space congratulating the person on how much you liked the essay, but agree or disagree with what is in the essay (or someone else's response on the thread). Express agreement or disagreement, and reasons for your view.

DURING THE TERM, YOU WILL POST EIGHT Discussion Essays of your own and EIGHT Discussion Responses to others' essays. You choose which weeks to write Essays and/or Responses. Essays are graded on a 25-point scale; responses are graded on a 5-point scale.

NOTE: There is no credit for posting more than one response during one Module or Discussion (one week). You may post several responses for one Discussion, but you will only receive credit for one of the responses any given week.

The following is this term's schedule of due dates for essays and responses for each Discussion:

Assignment	Due Date	Assignment	Due Date
Discussion #1 Essay	Saturday, April 7	Discussion #1 Response	Sunday, April 8
Discussion #2 Essay	Saturday, April 14	Discussion #2 Response	Sunday, April 15
Discussion #3 Essay	Saturday, April 21	Discussion #3 Response	Sunday, April 29

Discussion #4 Essay	Saturday, April 28	Discussion #4 Response	Sunday, April 30
Discussion #5 Essay	Saturday, May 5	Discussion #5 Response	Sunday, May 6
Discussion #6 Essay	Saturday, May 12	Discussion #6 Response	Sunday, May 13
Discussion #7 Essay	Saturday, May 19	Discussion #7 Response	Sunday, May 20
Discussion #8 Essay	Saturday, May 26	Discussion #8 Response	Sunday, May 27
Discussion #9 Essay	Saturday, June 2	Discussion #9 Response	Sunday, June 3
Discussion #10 Essay	Saturday, June 9	Discussion #10 Response	Sunday, June 10

GRADING:

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

Discussion essays & response: 25%

Paper: 20%

Midterm exam: 20%

Final exam: 25%

Solomon Northup Review: 10%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus A 90-92% A-

87-89% B+ 83-86% B

80-82% B- 77-79% C+

73-76% C 70-72% C-

67-69% D+ 60-66% D

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 discussion essays and late papers are accepted, but with a penalty of ten percent per day, up to a maximum of 50 percent. 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: weekly essays are graded on a 25-point scale, so the late penalty amounts to 2.5 points per day (up to a maximum of 12.5 points).

Policy #2: 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 Vista, but not if it was with your computer or a scheduling problem.

POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION

Cheating, Stealing and Plagiarizing* (Some of this may not apply to an on-line class)

Cheating, stealing and plagiarizing (using the ideas or words of another as your 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.

Students are referred 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

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.

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.

* 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.

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

Please note that the essays should be in your own words. If you copy sentences from the readings or from another source, this is plagiarism and your will receive a zero on the assignment. You could also receive a zero in the course. If you use portions of or entire sentences from a source, please place quotation marks around sentence(s) and cite the information.

Affirmation of Inclusion

Bellevue 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 Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

