

WINTER 2019 HISTORY 147, US HISTORY II (Section 5221)
MW 12:30pm-2:40pm in Room D274C

Dr. Devon Atchison

E-mail: devon.atchison@bellevuecollege.edu, Office: B-100B

Canvas: <http://www.bellevuecollege.edu/canvas/> (see PAGE 2 for instructions)

Office Hours: MW 11:30am-12:00pm; or by appointment

Course Description: Welcome! For the next few months we will be exploring American history from the drafting of the Constitution to the end of the 19th century. Since this is a survey course, we will explore many different types of history: social, cultural, political, economic, geographic, environmental and religious, to name a few. This course will pay particular attention to the history of “ordinary” Americans, as well as previously underrepresented groups of American people.

Course Outcomes: This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the quarter are not only to become familiar with the American story and the many facets and quirks of American history, but also to utilize a variety of primary sources in interpreting and analyzing the American story, and to learn to think critically about the analyses and interpretations of other historians (secondary sources). See the Introduction to your Course Reader, OpenBook: US History II Reader (“OB”) for a more detailed description on Primary and Secondary sources.

In particular, each student will be able to do the following upon completion of this course:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Articulate the influence of gender, class, and race on historical developments in U.S. society over the course of the nineteenth century.
- Evaluate the significance of slavery, industrialization, and territorial expansion in shaping the United States in the nineteenth century.
- Identify and assess the causes and consequences of major political, economic, social, and cultural developments in the United States during the nineteenth century.

Required Materials:

1. COURSE READER: Devon Atchison, OpenBook: US History II Reader (OB can be found on our Canvas site. You must either print this out, or bring an electronic version to class with you each day) (“OB”).
2. SUPPLEMENTAL BOOK: Harriet Jacobs, Incidents in the Life of a Slave Girl (you can purchase a copy of this online or access a free version of the book at <http://docsouth.unc.edu/fpn/jacobs/jacobs.html> (“Incidents”))
3. BLUE BOOK: 1-2 blank “Blue Book(s),” (or “Green Book(s)”) which can be purchased at the Campus Bookstore and will be used for the Final Exam (any size ok)

Course Prerequisites:

Please note that this course focuses on reading difficult primary source documents, providing critical oral analyses of and writing analytical questions and essays on these documents. While there is no college prerequisite for this course, and while I do my best to teach to a wide variety of academic backgrounds, learning styles, and academic preparations, please take note that students will be spending, on average, 15-25 hours per week for this class. The amount of time you spend on this class mostly depends on your academic preparation for this class and the grade you hope to receive.

Additionally, you will need to have:

- Frequent access to a computer
- Access to Canvas (BC's web-management system)—if you have never used Canvas before, please see this page for some helpful tools/hints:
<https://www.bellevuecollege.edu/servicesdesk/students/canvas/>)
- Microsoft Word
- An Internet connection and familiarity with the Internet

ACCESS TO THE INTERNET AND THE CANVAS LMS

We'll be using the Canvas LMS this quarter. To access it, visit: <http://www.bellevuecollege.edu/canvas/>
If you have trouble accessing the Web, please let me know as soon as possible. Using Canvas is a requirement for our class. Please use the Firefox browser to access the website and Canvas. Your phone or tablet might not work well with the Canvas LMS, so use a laptop.

Classroom Rules:

1. Laptops are allowed in class, but may ONLY be used for appropriate in-class work (i.e. taking lecture notes on lecture days; looking at OpenBook on Discussion Days). Anyone violating these rules will no longer be permitted to have their laptop in class.
2. Texting is NOT allowed in class.
3. Late Policy: You will have **"1 Free Late Pass"** during the quarter. When necessary, you may submit 1 assignment late. You must contact me within 24 hours and you have 3 days to complete your work (even if you end up not turning in the assignment, you will have still used your Late Pass by saying you want to use it!). **NO OTHER LATE WORK WILL BE ACCEPTED.** If you do not use your late pass this quarter, you will be awarded one Extra Credit point at the end of the quarter.
4. Tardiness: We will follow the **"5 Minute Rule."** Your presence is required within the first 5 minutes of class. If you are not in your seat, you will not be allowed in class.

REQUIREMENTS/ASSIGNMENTS:

This course is worth a grand total of 100 points. Any student earning less than 60% will receive a 0.0 unless the student specifies in writing that he/she is requesting a NC (No Credit) or an I (Incomplete). Final grades will be distributed as follows:

A: 100-94 points A-: 93-90 points	B+: 89-87 points B: 86-84 points B-: 83-80 points	C+: 79-77 points C: 76-74 points C-: 73-70 points	D: 69-64 points D-: 64-60 points	F: 59-0 points
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THE FINAL COURSE GRADE WILL BE BASED ON THE FOLLOWING:

I. Participation: 4 points (4% of grade). Students are expected to participate on a regular basis in in-class discussions and analysis. Everyone is allowed one absence during the quarter; this absence will not affect your participation grade. After this absence, each absence will result in the lowering of your grade, as a whole, by ½ point (up to 4 points) per absence. If you're absent on a test day, or when something is due, that particular grade might be affected. Additionally, if you are in class but not participating, you will lose points. These points will be awarded during the last week of the quarter, but based on participation throughout the entire quarter.

II. Module OB Portfolios (4 of them, with variable points): (50 points total, 50% of grade).

For each of our four course modules, you will be reading designated primary sources from *OpenBook II (OB)*, and reading chapters from the Supplemental Book, *Incidents in the Life of a Slave Girl* for Modules 1 and 2, and following explicit instructions on summarizing and paraphrasing that primary source material. At the end of each Module (see the Class Schedule/Assignments for exact due dates), you will be turning in an OB Portfolio. Module I will cover OB, Chapters 1 and 2, as well as *Incidents*, pages 1-144 (worth 10 points); Module II will cover OB, Chapters 3-5, as well as *Incidents*, pages 145-end (worth 15 points); Module III will cover OB, Chapters 6-7; (worth 10 points) and Module IV will cover OB, Chapters 8-10 (worth 15 points).

III. OB Discussion Days (2 of them): 3 points each (6 points total, 6% of grade). Discussion is an essential part of this course; it is how I can gauge your understanding of the readings and assess your analytical skills. We will have two OB-based Discussion Days this quarter (see the Class Schedule/Assignments for the exact dates and please note that they are subject to change if we get ahead or behind). These Days are designed to allow students to work together in groups and demonstrate an understanding of the primary source material.

IV. In-Class Quiz and Discussion Day on *Incidents in the Life of a Slave Girl*: 4 points (4% of grade): We will have an additional Discussion Day on the Supplemental Book, *Incidents in the Life of a Slave Girl*, to help you prepare for the drafting of your Research Paper. To ensure that everyone has completed the book by the start of our Discussion Day, there will be a short in-class quiz on the book before we begin the discussion.

V. Research Paper on Supplemental Book: 15 points (15% of grade). You will be writing a 5-6 page Research Paper on the book *Incidents in the Life of a Slave Girl* and select primary source documents from specific outside primary sources and OB. On January 16, I will hand out the Research Paper topic and instructions and provide an introduction about the Research Paper. Please see the Class Schedule/Assignments for the exact due date.

VI. Primary Source Projects (2 of them): 3 points each (6 points total, 6% of grade). We will have two Primary Source Projects this quarter that are designed to help you prepare for the Research Paper. Please see the Class Schedule/Assignments for the exact due date.

VII. Final Exam: 15 points (15% of grade). On March 11, I will hand out the Final Exam Study Guide, with important terms to know and essay guide questions. On **Friday, March 22 from 11:30am-1:20pm** (no make-up dates will be offered) you will have your Final Exam. The exam will consist of three sections: Modules I and II short-answer questions; Modules III and IV short-answer questions; and one comprehensive essay question. Students are not permitted to use notes or other materials during the exam and must use a Blue or Green Book to complete the exam.

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Class Schedule/Assignments

Module I: The New Republic	Date	
	Jan. 2	In Class: Syllabus, Introductions, How to Use Primary Sources
	Jan. 7	In Class: Lecture 1: Creating the Constitution
	Jan. 9	In Class: Lecture 2: Early National Period
		Readings: OB, Chapter 1: Docs. 2, 5, 8 and 9; Incidents: pages 1-70
	Jan. 14	In Class: Lecture 3: 1820s and Jacksonian America
	Jan. 16	In Class: Catch up and Introduction to Papers
		Readings: OB, Chapter 2: Docs. 3, 5, 6, 13; Incidents: pages 71-144
WORK DUE:		Jan. 16: Module I OB Portfolio due by 11:59pm

Module II: The Antebellum Period	Date	
	Jan. 21	NO SCHOOL
	Jan. 23	In Class: Lecture 4: Antebellum North and Women
		Readings: OB, Chapter 3: Docs. 1, 7, 9, 12; Incidents: pages 145-192
	Jan. 28	In Class: Lecture 5: Antebellum South
	Jan. 30	In Class: Film: <i>Slavery and the Making of America (Episode 3)</i> and Primary Source Project #1
		Readings: OB, Chapter 4: Docs. 1, 5, 8, 10; Incidents: pages 193-253
	Feb. 4	In Class: Lecture 6: Antebellum West
	Feb. 6	In Class: Discussion Day #1 (OB, Chs. 1-5)
		Readings: OB, Chapter 5: Docs. 1, 5, 8, 10; Incidents: pages 194-end
WORK DUE:		Feb. 6: Module II OB Portfolio <u>and</u> PSP #1 due by 11:59pm

Module III: The War	Date	
	Feb. 11	In Class: Lecture 7: Causes of the Civil War
	Feb. 13	In Class: In-Class Quiz and Discussion Day #2 on <i>Incidents in the Life of a Slave Girl</i>
		Readings: OB, Chapter 6: Docs. 1, 2, 3, 7, 8
	Feb. 18	NO SCHOOL
	Feb. 20	In Class: Primary Source Project #2
	Feb. 25	In Class: Lecture 8: The Civil War
	Feb. 27	In Class: Film: <i>Glory</i>
		Readings: OB, Chapter 7: Docs. 2, 3, 5, 6, 8
WORK DUE:		Feb. 27: Module III OB Portfolio <u>and</u> PSP #2 due by 11:59pm

Module IV: The Post-War Era	Date	
	Mar. 4	In Class: Lecture 9: Reconstruction
WORK DUE:		Mar. 4: Research Paper Due by 11:59pm

Module IV (cont'd): The Post-War Era	Mar. 6	In Class: Lecture 10: Post-Civil War Expansion (West and Imperialism)
		Readings: OB, Chapter 8: Docs. 1, 2, 3, 7, 8
	Mar. 11	In Class: Catch up and Film: <i>The Rise and Fall of Jim Crow</i>
	Mar. 13	In Class: Lecture 11: Machine Age and Progressivism
		Readings: OB, Chapter 9: Docs. 2, 3, 6, 9, 10
	Mar. 18	In Class: Discussion Day #3 (OB, Chs. 6-10)
		Readings: OB, Chapter 10: Docs. 3, 5, 7, 9, 13
WORK DUE:		Mar. 18: Module IV OB Portfolio due by 11:59pm

FINAL EXAM	Friday, March 22	Final Exam: 11:30am-1:20pm in our classroom (please note that we will not meet on Wed., 3/21)	Mar. 22: Final Exam (in-class)
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ADDITIONAL NOTES ON THE COURSE:

- ❖ **Academic Integrity:** Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult the Student Code at <http://www.bellevuecollege.edu/policies/id-2050/>.
- ❖ **Disability Resource Center (DRC):** The Disability Resource Center (DRC) 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 the DRC as soon as possible. The DRC office is located in B 132 (425-564-2498). Hearing impaired students can access a video phone at 425-44-2025 or by TTY at 425-564-4110. Visit www.bellevuecollege.edu/drc for application information into the DRC program.
- ❖ **Class Behavior:** We will be delving into topics on which students may have a variety of opinions and experiences. Accordingly, it is necessary that everyone in this course treat each other with the utmost respect. While disagreement is completely acceptable and natural in a critical thinking course, disrespect is not acceptable. Do not use “you” statements (for example, “...and you are ridiculous for thinking that President Clinton was a good president.”). Additionally, you should always come to class prepared to talk and engage. Please do not take naps—if you fall asleep during class, I will gently wake you, if needed, and ask you to leave if your tiredness prevents you from participating in class.
- ❖ **Additional Course Readings/Handouts:** The instructor reserves the right to give pop-quizzes on additional course readings, handouts, lecture information or any other course-based information at any time during the semester. If it becomes clear that students are not keeping up on their readings, pop quizzes will likely be given.
- ❖ **Incompletes:** Incompletes will only be given in unforeseen and extreme circumstances that occur at the end of the semester; any request for an Incomplete must come to me in writing and I will discuss the circumstances and the calendar for completion of the Incomplete with the student, if the Incomplete is deemed appropriate. All Incompletes must be completed by the end of the following semester.