

## **WINTER 2020 HISTORY 147, US HISTORY II (ONLINE Course Section 5220)**

Dr. Devon Atchison

E-mail: [devon.atchison@bellevuecollege.edu](mailto:devon.atchison@bellevuecollege.edu), Office: B-100B

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

Office Hours: By appointment only

**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 19<sup>th</sup> 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. You will be responsible for reading lecture that will help you to understand the general history of the particular time period, event, or theme we are covering and taking quizzes to ensure that you are keeping up on reading lecture. You will also be reading primary sources each week, writing about them (OB Post-Reading Questions/Journals, Individual Project, Short-Answer Quiz on *Incidents*) and discussing primary sources with your fellow classmates via the discussion boards (Discussion Board Modules).

**Course Outcomes:** 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 pages 10-11 of this syllabus for a more detailed handout on Primary and Secondary sources (“Primary and Secondary Sources Handout”).

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 (the Reader is available online, on the Canvas website—you can access the entire Reader under Files, or the individual chapters in the Weekly Modules.) (“OB” or “OB II”).
2. SUPPLEMENTAL BOOK: Harriet Jacobs, Incidents in the Life of a Slave Girl (you can purchase a copy of this at the bookstore or online, or access a free version of the book at <http://docsouth.unc.edu/fpn/jacobs/jacobs.html> ) (“Incidents”)

### **Course Prerequisites:**

*Please note that this course focuses on reading difficult primary source documents, providing critical 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/servicedesk/students/canvas/>
- Microsoft Word
- An Internet connection
- Familiarity with the Internet

### **Classroom Rules:**

1. This ONLINE CLASS will be conducted entirely in Canvas. To access our History 147 course, 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 Safari, Firefox or Google as your web browser to access the website and Canvas (Internet Explorer doesn't work very well). Your phone or tablet often work for reading lectures/OB, but you'll need access to a computer for assignments.
2. Late Policy: You will have **"1 Free Late Pass"** during the quarter. When necessary, you may submit 1 assignment (except for the Final Exam) late. You must contact me VIA EMAIL within 24 hours of the due date, 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.
3. Attendance: Students are expected to be actively involved in the course. Students will be unable to achieve a good grade in this course without logging in at least twice a week. It is ultimately your responsibility to withdraw from the course if you wish to do so or if you are not performing at the level you desire.
4. Please see the "Additional Notes" section on page 9 for more on Plagiarism, Faith and Conscience Accommodations, and the Disability Resource Center (DRC).

### **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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For each week of instruction this quarter, you should go to Canvas, click on Modules, and click on the current week to see all of the material you'll need for that week. You earn points via QUIZZES on Lecture, DISCUSSION BOARD MODULES AND RESPONSES, POST-READING QUESTION ANSWERS to questions on your Reader (*OB*), an INDIVIDUAL PROJECT on the book *Incidents in the Life of a Slave Girl*, and a FINAL EXAM. The points break out as follows:

**QUIZZES [10 quizzes, each worth 2 points, TOTAL: 20% of Final Grade]:** There is one Syllabus Quiz and nine quizzes on Lecture. Each quiz is worth a total of 2 possible points; altogether the quizzes comprise 20 points, or 20% of your Final Grade. On the SYLLABUS QUIZ, you must get no less than 100% and you will need to take this quiz until you receive 100% on it. For all quizzes, please take note of due dates; **Late Quizzes will NOT be accepted.**

**DISCUSSION BOARD MODULES AND POSTINGS [22 postings, each worth 1 point, TOTAL: 22% of Final Grade]:** Each week you will be asked to look at a DISCUSSION BOARD MODULE (DBM) containing a primary or secondary source document, as well as a question or series of questions about that source designed to spur discussion. **You can find each week's DBM within that week's Module.** Within that DBM you will also find your Discussion Board Cohort for that week—this is the group of students that you will be talking about that week's DBM with on the Discussion Board.

For each DBM you are required to post at least one **FIRST RESPONSE** to the questions I originally posed in the DBM (FIRST RESPONSES are always due on Wednesdays and are worth a possible 1 point) and one **SECOND RESPONSE** to something one of your fellow cohort members or the moderator said (SECOND RESPONSES are always due on Sundays and are worth a possible 1 point).

Please note that I expect each RESPONSE to consist of at least one to two well-written paragraphs (at least 4 complete sentences per paragraph). Your responses should also:

- a) **Be formally written!** You must not use text-messaging language, abbreviations, slang, etc. Additionally, I will not tolerate any language that is disrespectful, rude or foul in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.
- b) **Be based on the history you're reading and learning about!** Your answers should include references to your readings (quotes and paraphrasing with citations (i.e. *OB*, p. 90) when appropriate).
- c) **Avoid personal opinions and present-day bias!** Keep it historical.

I will serve as the moderator for each MODULE and its various Cohorts. I will provide your Cohort with feedback and perhaps pose some new questions to further discussion. Your SECOND RESPONSE can also be directed to the questions/comments that I make as the moderator.

Your grades for your FIRST and SECOND RESPONSES for each MODULE will be based on the following rubric:

**1:** Provides a solid response with deep historical background and strong connections to readings. References readings (quotes and paraphrasing, with citation) when appropriate. Shows thorough understanding of concepts in question. Shows that you've analyzed your topic. Shows complexity and critical thinking. **If you would like to see an example of a "1," go to "Files," "147 Online Sample Discussion Board Posting" for a sample DISCUSSION BOARD MODULE conversation.**

**0.8:** Provides a coherent response with historical background and connections. References some readings when appropriate and shows a good understanding of the concepts in question.

**0.6:** Student's basic effort. Restates topic with little background and analysis. Need to go beyond summary and recitation and make connections to the rest of your readings. Need to reference readings. Needs to show more complexity.

**0.4:** Need for improvement; missing some of the "basic effort" components.

**0.2:** Needs to re-read the material in question; student demonstrates no real comprehension of the material or the question.

**\*\*PLEASE BE AWARE OF DUE DATES FOR DISCUSSION BOARD POSTINGS, AS YOU WILL RECEIVE NO CREDIT FOR LATE POSTINGS!!\*\***

**OB POST-READING QUESTIONS** [10 question sets, each worth 3 points, TOTAL: 30% of Final Grade]: For each chapter of OB, you should read the entire chapter and take notes (which you will likely use on the respective assignment, as well as on your Final Exam studying and other course work). **Once you have finished reading the Chapter, you should look at the "Post-Reading Questions" at the end of the Chapter and CHOOSE ONE of the Post-Reading Questions to answer; Instructions for how to complete each chapter's Post-Reading Question will be located in the appropriate week's Module.** For each question set, you should write a 1-2 page typewritten response, being sure to use information directly from the documents themselves. Each chapter's answer should also include at least one direct quotation from at least three of the sources referenced in the question (for a total of at least three quotes). [Each chapter also has a JOURNAL OPTION, which allows you to submit Journal Notes per the "Journal Notes/Questions Guide" guidelines (you can find this document under Files), instead of answering one of the two Post-Reading Question options]. Each chapter's answer is worth a possible 3 points. **Late Assignments will NOT be accepted.**

**INDIVIDUAL PROJECT ON INCIDENTS IN THE LIFE OF A SLAVE GIRL** [worth 8 points, TOTAL: 8% of Final Grade]: You will be reading the book *Incidents in the Life of a Slave Girl*, by Harriet Jacobs, during Weeks 2 through 6. Once you complete the book, you will be completing an Individual Project on the book. **Instructions for how to complete this Individual Project will be located in the Week 6 and Week 7 Modules.** You will complete the project according to the handout and in

typewritten form and submit them by 11:59 p.m. on **February 16<sup>th</sup>**. The Individual Project will be worth 8 points (8% of your grade). **Late Projects will NOT be accepted.**

**FINAL EXAM [worth 20 points, TOTAL: 20% of Final Grade]:** You will have a Final Exam during Finals Week. The exam will consist of three sections: a) Short-Answer Identifications from the first half of the course; b) Short-Answer Identifications from the second half of the course; and c) a cumulative essay covering the entire period our course covers. One week prior to the Final Exam's Due Date/Time, **you will find Instructions for the Final Exam in the "Finals Period" Module**; you will have the entire week to complete the Final Exam and submit it to Canvas. The exam is due in typewritten form by 11:59pm on **WEDNESDAY, MARCH 18<sup>TH</sup>**. **Late Final Exams will NOT be accepted (and you cannot use your Late Pass for the Final Exam).**

*Assignment Schedule:*

<b>WEEK 1: 1/2-1/5</b>	<b>WHAT TO READ</b>	1. Read the Syllabus and the attached handouts on Primary and Secondary Sources carefully 2. Read your classmates' Introductions on Discussion Board
	<b>WHAT TO TURN IN</b>	1. POST an Introduction on Discussion Board (DBM #1) ( <b>DUE BY 11:59 p.m. on: FRIDAY, 1/3</b> ) 2. Post Discussion Board Module #1 SECOND RESPONSE [a response to one of your classmate's Introduction or my Introduction] ( <b>DUE BY 11:59 p.m. on: 1/5</b> ) 3. Take the Syllabus Quiz (QUIZ #1) ( <b>100% on this Quiz must be achieved BY 11:59 p.m. on: 1/5</b> )
<b>WEEK 2: 1/6-1/12</b>	<b>WHAT TO READ</b>	1. Read LECTURE 1, "Creating the Constitution" 2. Read <i>OB</i> , Ch. 1 3. Read/View Discussion Board Module #2 4. Start <i>Incidents</i> (Chapters 1-10)
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #2 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/8</b> ) 2. Post Discussion Board Module #2 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/12</b> ) 3. Submit <i>OB</i> Post-Reading Question, Ch. 1 ( <b>DUE BY 11:59 p.m. on: 1/12</b> )
<b>WEEK 3: 1/13-1/19</b>	<b>WHAT TO READ</b>	1. Read LECTURE 2, "Early National Period" 2. Read LECTURE 3, "1820s Politics and Jacksonian America in the 1830s" 3. Read <i>OB</i> , Ch. 2 4. Read/View Discussion Board Module #3 5. Read <i>Incidents</i> (Chapters 11-20)

	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #3 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/15</b> ) 2. Post Discussion Board Module #3 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/19</b> ) 3. Take QUIZ #2 (on Lectures 1 and 2) ( <b>DUE BY 11:59 p.m. on: 1/19</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 2 ( <b>DUE BY 11:59 p.m. on: 1/19</b> )
<b>WEEK 4: 1/20-1/26</b>	<b>WHAT TO READ</b>	1. Read LECTURE 4, “Antebellum North” 2. Read <i>OB</i> , Ch. 3 3. Read/View Discussion Board Module #4 4. Read <i>Incidents</i> (Chapters 21-30)
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #4 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/22</b> ) 2. Post Discussion Board Module 4 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/26</b> ) 3. Take QUIZ #3 (on Lectures 3 and 4) ( <b>DUE BY 11:59 p.m. on: 1/26</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 3 ( <b>DUE BY 11:59 p.m. on: 1/26</b> )
<b>WEEK 5: 1/27-2/2</b>	<b>WHAT TO READ</b>	1. Read LECTURE 5, “Antebellum South” 2. Read <i>OB</i> , Ch. 4 3. Read/View Discussion Board Module #5 4. Read <i>Incidents</i> (Chapters 31-40)
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #5 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 1/29</b> ) 2. Post Discussion Board Module #5 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/2</b> ) 3. Take QUIZ #4 (on Lecture 5) ( <b>DUE BY 11:59 p.m. on: 2/2</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 4 ( <b>DUE BY 11:59 p.m. on: 2/2</b> )
<b>WEEK 6: 2/3-2/9</b>	<b>WHAT TO READ</b>	1. Read LECTURE 6 “The Antebellum West” 2. Read <i>OB</i> , Ch. 5 3. Read/View Discussion Board Module #6 4. Read <i>Incidents</i> (Chapter 41) 5. Begin work on Individual Project, <i>Incidents in the Life of a Slave Girl</i> (not due until Week 7)
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #6 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/5</b> ) 2. Post Discussion Board Module #6 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/9</b> )



		3. Take QUIZ #5 (on Lecture 6) ( <b>DUE BY 11:59 p.m. on: 2/9</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 5 ( <b>DUE BY 11:59 p.m. on: 2/9</b> )
<b>WEEK 7: 2/10-2/16</b>	<b>WHAT TO READ</b>	1. Read LECTURE 7, “Causes of the Civil War” 2. Read <i>OB</i> , Ch. 6, all documents 3. Read/View Discussion Board Module #7 4. Finish work on Individual Project, <i>Incidents in the Life of a Slave Girl</i>
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #7 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/12</b> ) 2. Post Discussion Board Module #7 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/16</b> ) 3. Take QUIZ #6 (on Lecture 7) ( <b>DUE BY 11:59 p.m. on: 2/16</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 6 ( <b>DUE BY 11:59 p.m. on: 2/16</b> ) 5. Submit Individual Project on <i>Incidents</i> ( <b>DUE BY 11:59 p.m. on: 2/16</b> )
<b>WEEK 8: 2/17-2/23</b>	<b>WHAT TO READ</b>	1. Read LECTURE 8, “The Civil War” 2. Read <i>OB</i> , Ch. 7 3. Read/View Discussion Board Module #8
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #8 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/19</b> ) 2. Post Discussion Board Module #8 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/23</b> ) 3. Submit <i>OB</i> Post-Reading Question, Ch. 7 ( <b>DUE BY 11:59 p.m. on: 2/23</b> ) 4. Take QUIZ #7 (on Lecture 8) ( <b>DUE BY 11:59 p.m. on: 2/23</b> )
<b>WEEK 9: 2/24-3/1</b>	<b>WHAT TO READ</b>	1. Read LECTURE 9, “Reconstruction” 2. Read <i>OB</i> , Ch. 8 3. Read/View Discussion Board Module #9
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #9 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 2/26</b> ) 2. Post Discussion Board Module #9 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 3/1</b> ) 3. Submit <i>OB</i> Post-Reading Question, Ch. 8 ( <b>DUE BY 11:59 p.m. on: 3/1</b> ) 4. Take QUIZ #8 (on Lecture 9) ( <b>DUE BY 11:59 p.m. on: 3/1</b> )

<b>WEEK 10: 3/2-3/8</b>	<b>WHAT TO READ</b>	1. Read LECTURE 10, “Expansion: The West and Imperialism” 2. Read <i>OB</i> , Ch. 9 3. Read/View Discussion Board Module #10
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #10 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 3/4</b> ) 2. Post Discussion Board Module #10 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 3/8</b> ) 3. Take QUIZ #9 (on Lecture 10) ( <b>DUE BY 11:59 p.m. on: 3/8</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 9 ( <b>DUE BY 11:59 p.m. on: 3/8</b> )
<b>WEEK 11: 3/9-3/15</b>	<b>WHAT TO READ</b>	1. Read LECTURE 11, “The Machine Age and Progressivism” 2. Read <i>OB</i> , Ch. 10 3. Read/View Discussion Board Module #11
	<b>WHAT TO TURN IN</b>	1. Post Discussion Board Module #11 FIRST RESPONSE ( <b>DUE BY 11:59 p.m. on: 3/11</b> ) 2. Post Discussion Board Module #11 SECOND RESPONSE ( <b>DUE BY 11:59 p.m. on: 3/15</b> ) 3. Take QUIZ #10 (on Lecture 11) ( <b>DUE BY 11:59 p.m. on: 3/15</b> ) 4. Submit <i>OB</i> Post-Reading Question, Ch. 10 ( <b>DUE BY 11:59 p.m. on: 3/15</b> )
<b>FINALS PERIOD Week of MAR. 16</b>	<b>WHAT TO READ</b>	1. Read the Final Exam Instructions (will be posted by Wednesday, March 11)
	<b>WHAT TO TURN IN</b>	1. Turn in your FINAL EXAM ( <b>DUE BY 11:59 p.m. on: WEDNESDAY, 3/18</b> )

### **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](http://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.”). I will not tolerate any language that is disrespectful, rude or foul in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.
- ❖ **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 quarter. 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 quarter.

❖ **Bellevue College Inclusion Statement & Title IX & Religious Accommodations Information:** 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. Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see [policy 4150](#). The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2266, Office R130. The Title IX Coordinator can address student concerns related to sexual harassment, sexual assault and other actions that fall within the college’s obligations under Title IX. [Visit the Title IX website](#) or contact the Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2266, Office R130, for further information. Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college’s Discrimination, Harassment and Retaliation Policy ([1440P](#)).

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### ADDENDUM: EVALUATING PRIMARY AND SECONDARY SOURCES

In order to be prepared for each Module you will not only need to complete the reading, but you will also need to think critically about it. To aid you in this, I have prepared this handout about evaluating primary and secondary sources.

I would suggest the following method for preparing for class:

- 1) Read all assigned essays and documents.
- 2) Take notes on the readings using the handouts as guides. Make sure to make note of any questions you wish to pose to the class or issues you wish to raise about the readings.
- 3) Gather all notes, responses to the readings, and/or questions about them and bring with you to class (or to DBMs for Online Courses). Be prepared to discuss the documents and essays in a thoughtful, critical manner.

Additionally, attached is a hand-out outlining the differences between Primary and Secondary Sources. Please read this hand-out and make sure you are comfortable with the differences between the two types of sources. If there is anything you are unsure about, please do not hesitate to ask me.

On top of knowing the difference between Primary and Secondary Sources, you should know what to do with them and how to use them as a historian:

**Evaluating Primary Sources:** When reading a Primary Source, you should always remember not to look at the document through modern eyes and with modern judgment. The document was written/created by a person of the time period you are studying and you should always keep in mind what might have influenced the author/creator of your source. Another thing to keep in mind is that a source that is a commentary on an event (for example, a retelling of a battle) is subjective—the author may have had an agenda to put forward or, at the very least, was influenced by their own opinion, side and mindset. What this means is that while primary sources are extremely useful in the study of history, they are not infallible or perfect reconstructions of past events. You should always remember this and try to keep an objective point of view about the source. Additionally, when you are using Primary Sources in class presentations, essays or exams, you want to be sure to provide an *analysis* of the document at hand, not just a summary of what's going on. By *analysis* I mean explaining: what your Primary Source tells us about the topic you are discussing or how it helps support your argument; why the Primary Source you're talking about is important; what connections you can draw between your Primary Source and other ideas you've heard about your topic from Secondary Sources.

**Evaluating Secondary Sources:** When reading a Secondary Source, you should also remember that the author is providing an *analysis* and *interpretation* of the primary sources out there on the particular topic. Secondary Sources, like a textbook or even my lectures, are great for helping you to understand the overall picture of a particular time period or occurrence. But when it comes to writing papers and exams, your focus is going to be on the Primary Sources we've used in class and what *your* ideas about them are. In short, don't rely heavily on the textbook or other Secondary Sources; they should serve as a guide for you while you navigate Primary Sources.

# Primary vs. Secondary Sources

What's the difference between them?

Primary Sources	Secondary Sources
<b>Definition:</b> Material written or produced in the actual time period being investigated. This implies that the researcher cannot go further back to any existing sources for this source.	<b>Definition:</b> Records generated by an event but written by non-participants in the event. Based on/derived from primary sources - but they have been interpreted, or analyzed.
Examples	Examples
<p><b>Diaries</b>, journals, speeches, interviews, letters, memos, manuscripts, memoirs, autobiographies, government records, records of organizations (e.g. minutes, reports, correspondence)</p> <p><b>Published materials</b> (books and journal/newspaper articles) written AT THE TIME about a particular event</p> <p><b>Documentary:</b> photographs, audio recordings, movies or videos</p> <p><b>Public opinion polls</b>, field notes, scientific experiments, artifacts</p> <p><b>Reprinted primary sources</b> (often in reference books such as: <u>Speeches of the American Presidents</u> and <u>Documents of American History</u>)</p> <p><b>Maps</b>, oral histories, postcards, court records, paintings, sculptures, consumer surveys, patents, schematic drawings, technical reports, personal accounts, jewelry, private papers, deeds, wills, proceedings, census data</p>	<p><b>Encyclopedias</b>, chronologies, fact books</p> <p><b>Biographies</b>, monographs, dissertations</p> <p><b>General histories</b></p> <p><b>Most journal articles</b> (except those discussed in column one)</p> <p><b>Most published books</b> (except those discussed in column one)</p>