

HISTORY 146 OBS – US History I - to c. 1812

Course: # 5216

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Office Hours: M-Th. -- 11am-12

FIRST: Go here and read posts under "[Get Started Module](#)." Then read this whole syllabus, especially 2nd half concerning grading.

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 19th 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- Historical Content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
 - 18th 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 natives 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-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 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.

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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.

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").

F Grade

Students who fail a course will receive a letter grade of "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.

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 a 0 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> (Links to an external site.)>.

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 (Links to an external site.)

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> (Links to an external site.)

<<http://library.csusm.edu/plagiarism> (Links to an external site.)>

<http://owl.english.purdue.edu/handouts/research/r_plagiar.html (Links to an external

site.)> <http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S> (Links to an external site.)

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 total, and Short Answer Identifications (see below for explanation) based on terms (also from posted lists) Identification terms ("IDs", or "short answers") will consist of either individuals, places, programs, policies, and events. Lists of terms will be given out at stages in the course. They will also be related to exams, and group and discussion activities at various points. Those without an * will relate to objective questions (and perhaps be relevant to exam essays). Those with an * may also be chosen as identification/short answers. 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. Worth between 30-40% of quizzes.

Exam 20%: There will be a Final blue book exam. Check the class Schedule for date.

- Final not cumulative.
- Consists of combination of objective, short answer and essay questions.
- List of essay questions given out several weeks early.
- Essay question *may* be partially take-home.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams.

Discussions 45% There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings. Answers will be generally due on Monday nights following the week reading is assigned. Then each Thurs. (Jan. 9 for Week ONE), "Responses" to other classmate's Answers posted that Monday will be due. Each week will follow a similar pattern.

- Whether you post an Answer or a Response in a given week will depend on the Group you are assigned to. Look for an Announcement about this early in quarter. You will alternate each week. One week you will post an Answer, the next a Response (or two, see below). Thus, every week you will be posting one or the

other. The only exceptions are that you *may* skip one Answer without penalty (though doing all will gain you extra credit, and/or replace a poor Answer grade from a previous week).

- Each **Answer** you post will be worth 25 points. Each response 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 simply regurgitation of details, but do include several key ones while showing understanding and that you indeed read the relevant material and explanations. Assume you are explaining the material to someone who doesn't know it, as learning from each other's post IS the key to on-line classes. This always assumes well written English. Poor writing will incur deductions too.
- **Responses** to person's answers (due Thursday evenings) should be c.200-300 words each (or slightly more or less). And need to say more than "good job..." but have to add to our 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, but not in lieu of the above point.
(Be aware that while you may post more than one Response in a given week you will only get one grade, as I will combine multiple Responses in a given week into one grade. Thus, you will need to post a Response in the 5 weeks you are assigned to).

Introductions and Syllabus Quiz – 5% -- Early in quarter you will post an Introductory Bio of yourself and take a brief on line quiz about Syllabus grading parameters. Look for these during first week.

Grading Recap –

Discussion Posts – 45%

Quizzes (3) – 30%

Final Exam – 20%

Intro and Syllabus Quiz – 5%

TEXTBOOK: The American Promise vol I: 9780321411617
or Vol A. Roark, et. al. Bedford-St. Martins Press

DOCUMENT SOURCES: *Voices of America: Past and Present* vol. I

Plus occassional Handouts

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Calendar: Dates, Readings, Topics, and Assessments (*subject to adjustments*)

T: = Textbook readings. S: = Source Book Readings(Read ALL Intros). *Italics* = Paper due dates

Week of	Topic	Readings	Assignment
Jan. 2-4	Introductions and Natives in North Amer.	T:Posted reading from Ch. 1. S:#1.4	Get books and read
Jan. 6-11	European Exploration and Spanish Conquests	T: Ch. 2 up to "Toll of Spanish..." S:#1.1, 1.3	<u>Week 1 Answers 1/7</u> <u>Week 1 Responses 1/9</u>
Jan. 13-18	Spanish Rule in Latin America and English Settlement in Chesapeake	T: Rest of Ch.2, Ch. 3 up to "Hierarchy and Inequality..." S: #2.1, 2.2	<u>Week 2 Answers 1/13</u> <u>Week 2 Responses 1/16</u>
Jan. 20-25	Bacon's Rebellion, Settlement of Carolinas and New England	T: Rest of Ch. 3. First part of Ch. 4 up to "Splintering of Puritanism" S:#2.3-4, 3.1, 4.5	<u>Quiz 1</u> <u>Week 3 Answers 1/21</u> <u>Week 3 Responses 1/23</u>
Jan. 27-Feb. 1	Settlement of Middle colonies and key developments to 1700.	T:Rest of Ch. 4 S:#3.3	<u>Week 4 Answers 1/27</u> <u>Week 4 Responses 1/30</u>
Feb. 3-8	Key changes and events 1700-50	T: Ch.5 up to "Trade and Conflict..." S:#3.2, 3.5-6, 4.4	<u>Quiz 2</u> <u>Week 5 Answers 2/3</u>

			<u>Week 5 Responses 2/6</u>
Feb. 10-15	7 Years War through Boston Massacre (to 1770)	T: Rest of Ch. 5, Ch. 6 up to "The Destruction of the Tea..." S:#4.2, 5.1	<u>Week 6 Answers 2/10</u> <u>Week 6 Responses 2/13</u>
Feb. 17-22	Start of Revolutionary War and through 1777	T: Rest of Ch. 6 and Ch. 7 up to "War in the West" S:#5.2-3	<u>Week 7 Answers 2/17</u> <u>Week 7 Responses 2/20</u>
Feb. 24-29	End of Revolutionary War and its after effects to Shay's Rebellion (1779-86)	T: Rest of Ch. 7, Ch. 8 up to "US Const." S:#6.1	Quiz 3 <u>Week 8 Answers 2/24</u> <u>Week 8 Responses 2/27</u>
March 2-7	Constitution and Washington administrations	T: Rest of Ch. 8, Ch. 9 up to "France and Britain" S:#6.2-5	<u>Week 9 Answers 3/2</u> <u>Week 9 Responses 3/5</u>
Mar.9-14	Mid 1790s and Jefferson Administration	T: Rest of Ch.9, Ch. 10 up to "Osage and Comanche..." S:#7.1-2, 8.2	<u>Week 10Answers 3/9</u> <u>Week 10 Responses 3/12</u>
Mar 16-20	War of 1812, Madison, and <u>Final Exam</u>	T: Ch. 10 up to "Women's Satus" S:#8.3	Final Exam

