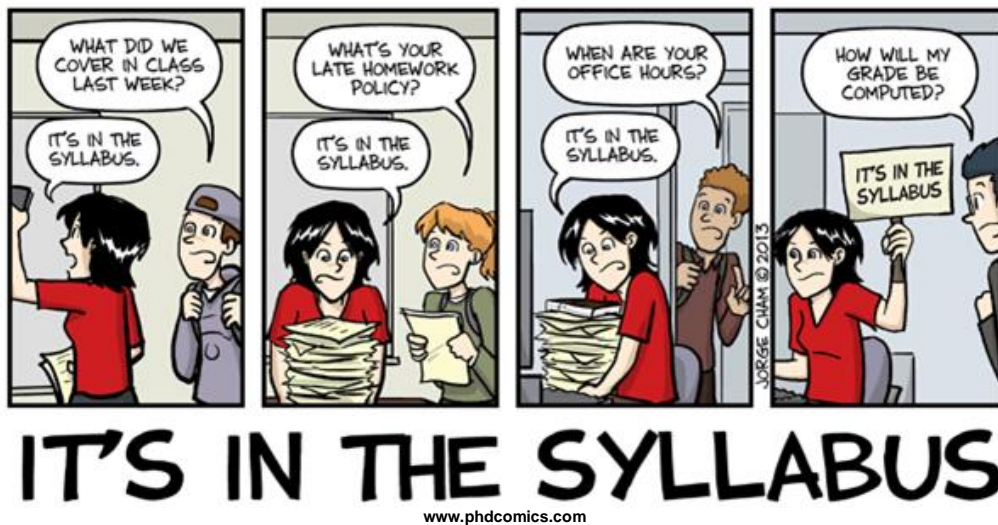


Bellevue College

HIST& 146: History of Colonial America

Spring 2020

Please see the class Canvas site for details of how HIST& 146 will be taught remotely to meet Covid-19 social distancing requirements for Spring Quarter of 2020.



This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with it. There will be a quiz!

Instructor:
Dr. Brian Casserly

Office Hours:
Virtual – see Canvas for details.

Contact Information:
E-mail (best way to contact me): Use Canvas e-mail or brian.casserly@bellevuecollege.edu

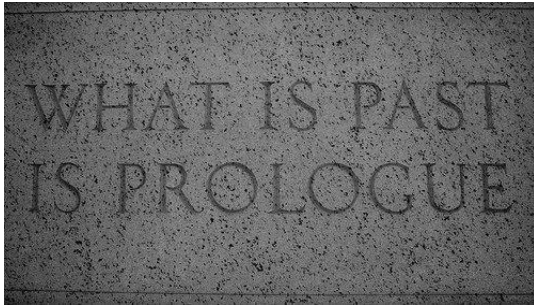
Phone: (425) 564-3140



"With the historian it is an article of faith that knowledge of the past is a key to understanding the present." Kenneth Stampp

"History is, in its essentials, the science of change." Marc Bloch

INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST& 146! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in U.S. history from the 16th century to the early 1800s.

Over the course of the quarter we will learn the process of history, what it is that historians do and the kinds of skills that they use. This will involve studying major historical changes and developments to figure out why these occurred and what their significance was. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, song lyrics, government documents, newspaper and magazine articles, and photos, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts, newly released documents and new approaches to studying history will change and alter our perceptions of the past.

Between now and the end of the quarter we will use a variety of forms of evidence to explore the history of what eventually became the United States, from the 16th century to the early 1800s. We will be emphasizing several interconnected themes over the course of the quarter:

- How relationships among different groups of people (of Native American, African, and European origin) developed in North America and what this meant for each of those groups. Central to this will be a focus on territorial expansion by Europeans and how slavery developed in N. America.
- Major social, political, economic, and cultural developments.
- The international context of developments in N. America.

Your responsibility over the quarter is to attend and participate in class, complete all readings and assignments on time, and become familiar with the narrative of U.S. history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

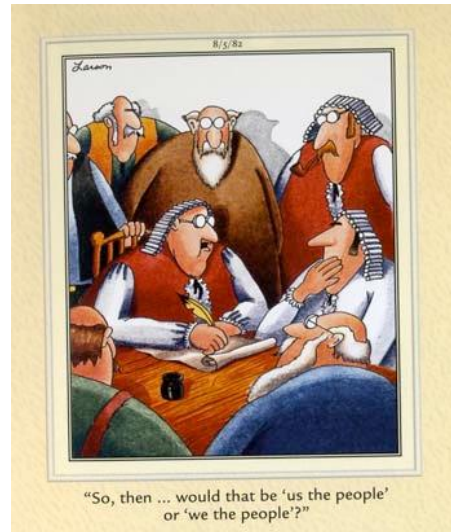
HIST& 146 is a college-level class and it involves intensive reading and writing. To be successful, all students should have reading and writing skills that are at least at the English 101 level. If you are not comfortable at this level of reading and writing you should not take the class.

E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. You should expect a longer response time to e-mail sent on the weekends.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, **I can only communicate with you via e-mail through your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.**

Class materials are available through Canvas – log in to <http://bellevuecollege.edu/canvas/> and look for the link to HIST& 146.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.



LEARNING OUTCOMES ADDRESSED:

All of the course (discussions, lectures, assignments, readings, etc.) is geared toward helping you achieve the student learning outcomes. At the end of the course, as a successful student, you should be able to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Articulate a comparison of the differences in the political, economic, and social development of the New England and Southern colonies.
- Articulate the influence of gender, class, and race on colonial society.
- Evaluate the significance of European settlement patterns and imperial policies on colonists and Native Americans.
- Recognize and identify the causes and consequences of major political, economic, and social developments in colonial North America.

HOW TO BE SUCCESSFUL IN HIST& 146:

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to.

The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc.

The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

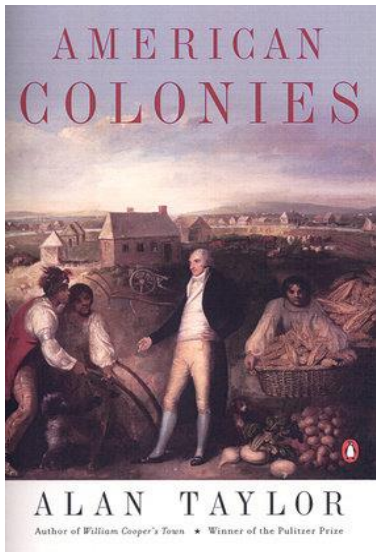
- **Think critically about class topics and ask questions**
 - Don't just accept what a document has to say as being an accurate or reliable source of information. Be skeptical and think about how the author (identity, affiliation, gender, race, social class, nationality, age, etc.) might shape the document or source. What was the author's agenda in producing the source? Who was the audience for the source? How might these factors shape the reliability of a source?
 - Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to meet with me via video conferencing to discuss anything related to class, or if you wish to talk about history as a discipline or major, or about college more widely.
- **Commit to class work at regular times**
 - On campus classes have been moved online for Spring 2020. Research shows that students who develop a schedule to complete their class work online at specific times and follow through on that schedule tend to do much better in online classes than those who "wing it" in terms of doing the work. I would encourage you to set aside time each day (or at least several times a week) to complete work for HIST& 146 (and your other classes).
- **Be prepared to work hard**
 - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
 - **Take notes!** What we focus on in class lectures will be the subject of assignments and you will not be able to remember what we covered unless you take notes.
 - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
 - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.
- **Complete assignments on time**
 - Complete assignments and submit them on time. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
 - Keep copies of all graded assignments returned to you.
 - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).
- **Behave appropriately and with respect**
 - Your behavior in class must not interfere with the learning of other students.
 - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class.** In the context of an online class that means that in online discussions you must not engage in insulting/disrespectful language.
 - Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the ideas you hear in class, in the readings, from me, and from other students but you

must do so in a respectful and courteous manner using evidence to support your contentions. Keep your comments to the issues and the evidence NOT the person!

- For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will lose points for that discussion assignment and may be reported to the Dean of Students for possible disciplinary action.

Completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.

REQUIRED READINGS:



The weekly reading assignments will be an important part of your learning experience. They will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. The readings will also form the basis for many of the assignments you will be completing over the quarter. You are responsible for completing all of the reading assignments (detailed in the Class Modules in Canvas) on time. The following is the required book for the class:

- Alan Taylor, [*American Colonies*](#) (New York: Penguin, 2002).
- There are also online readings available in the weekly modules section of the class Canvas site.

The book can be purchased at the college bookstore or from a variety of online booksellers. For Spring 2020, the college bookstore is offering free shipping on book orders.

- I will assume that you have completed all of the assigned readings for the class on time each week. I will expect that you will use this material in completing papers, discussion posts, and other assignments and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings and attend class. These will be very useful when it comes to completing homework and preparing for exams.
- As you read for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the authors have to say. For questions to consider as you examine primary and secondary sources, see ["Reading Primary Sources"](#) and ["Evaluating Secondary Sources"](#).

To maximize the quality of discussions and the grades you get for assignments it is important that you complete all the readings that have been assigned for that week.

ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of U.S. history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective

essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing. Assignments must be submitted by the due dates and times as detailed in the instructions for each assignment in Canvas. Late assignments will be penalized for each day they are late.

Your grades for assignments will be based on the following scale:

A = 95 – 100%	B- = 80 – 83.9%	D+ = 67 – 69.9%
A- = 90 – 94.9%	C+ = 77 – 79.9%	D = 62 – 66.9%
B+ = 87 – 89.9%	C = 74 – 76.9%	F = under 62%
B = 84 – 86.9%	C- = 70 – 73.9%	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Discussion post assignments (350 points)** out of a total possible 1,000 points for the course). There will be **8** discussion post assignments; **your lowest score will be dropped at the end of the quarter**. These assignments will be based on the readings and other materials assigned for class.
- **Online quizzes**. There will be 8 of these over the quarter, based on what we cover in class readings and lectures; **your lowest score will be dropped at the end of the quarter**. They are worth **210 points** total.
- **Syllabus quiz**. This will be a multiple-choice quiz and will be completed in Canvas. It is based on this syllabus and is worth **40 points**.
- **Two papers**. These are designed to give you a chance to demonstrate your understanding of major developments in the history of colonial America. Each is worth **200 points** of your overall class grade.

Detailed instructions and due dates for all assignments will be available in the class site in Canvas under the “Assignments” tab.

Class policy on assignments:

- All material covered in the readings, lectures, etc. is fair game for inclusion in assignments, etc.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on missed assignments**, except in cases of documented emergency.
- Cheating or plagiarizing on assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- It is your responsibility to take notes on what you read and watch for class.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework assignment, or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.

- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. 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](#)

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "..." and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in Canvas.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

I will not tolerate plagiarism and I will investigate suspected cases. I reserve the right to use a plagiarism checking service such as Vericite. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.

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.

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](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

College Anti-Discrimination Statement (Title IX)

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.

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

DISABILITY ACCOMODATIONS:

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 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.

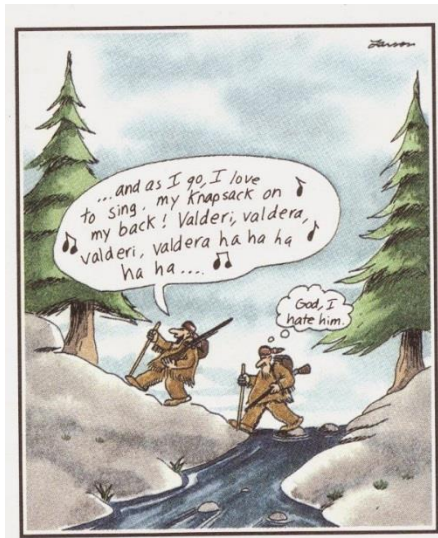
The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information for our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

THE WRITING LAB:

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

The lab will be holding remote sessions during Spring 2020. See <http://bellevuecollege.edu/asc/writing>

PUBLIC SAFETY:



More tension on the Lewis and Clark expedition.

Note: The following only applies in Spring quarter if college services such as the library resume operations on campus:

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

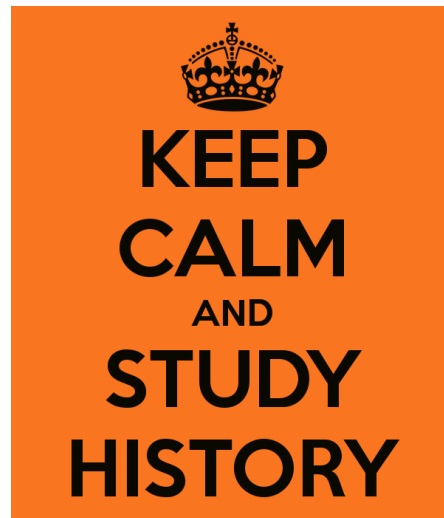
A NOTE ABOUT COURSE CONTENT:

Since historians examine just about every aspect of human culture and societies, we sometimes examine provocative or controversial material or issues that people may find disturbing. Please be advised that when we explore controversial topics or materials, they will always be framed within an academic context. For example, some of the sources we'll be examining during the quarter contain language or images that we may find offensive. Central to the study of history is the need to read materials ([primary sources](#)) produced by people in the past. Some of these historical actors had attitudes and used language that we would consider insensitive or offensive. My goals behind requiring you to analyze these materials are that you understand how people at various points in time thought, and that you can consider how those attitudes may have influenced people's historic actions. Keep in mind that if you choose not to participate in analysis of certain course materials because you feel uncomfortable with those materials you will still be responsible for any course material you miss. If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.

COURSE COPYRIGHT:

HIST& 146 is the intellectual property of Dr. Brian Casserly, who holds the copyright for it. No part of it may be copied or shared with anyone outside of the class without the express written permission of Dr. Casserly.



CLASS SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. All reading assignments can be found in the following sources:

- Alan Taylor, [*American Colonies*](#) (New York: Penguin, 2002) – clicking on the link will take you directly to the publisher's website where you can see the book required for the class.
- Specific primary and secondary sources that I have provided links to in the modules section of the class site in Canvas.

Week 1, April 8-12:

Introduction, the Americas before Europeans

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Class syllabus;
- [Why Study History?](#);
- ["Defining Primary and Secondary Sources"](#);
- ["Reading Primary Sources"](#);
- Taylor, *American Colonies*, x-xvii, 1-22, 24-39;
- Pima Creation Story (The Pima live in what is today Arizona);
- Iroquois Creation Story (the Iroquois live in the Northeast of what is today the U.S.);
- [Dividing a Beached Whale](#) (this document reflects the culture of native people of what is today the coast of Washington State);
- Huron women;

Week 2, April 13-19:

Early European encounters with the Americas, effect on native peoples, competition for territory, Spanish colonies

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 39-83;
- Christopher Columbus reports to Luis de Sant' Angel;
- Jacques Cartier observes the St. Lawrence River and its people
- Alvar Nunez Cabeza de Vaca, ["Indians of the Rio Grande"](#);
- Bartolome de Las Casas, ["Of the Island of Hispaniola"](#);
- Don Juan de Oñate, [Letter from New Mexico to the Viceroy](#);
- Samuel de Champlain ["The Iroquois were much astonished"](#);
- Thomas Hariot, *A Brief and True Report of the New Found Land of Virginia*

- Richard Hakluyt, “A Discourse Concerning Western Planting”;
- [Native American view of the Dutch arrival at Manhattan](#);
- Alfred Crosby, “Virgin Soil Epidemics”;

Week 3, April 20-26:

English settlements in Virginia, economic developments

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 92-113, 118-137;
- [Instructions for the Virginia Colony](#);
- John Smith, “[The Starving Time](#)”;
- “[What Can You Get By Warre](#)”: Powhatan Exchanges Views With Captain John Smith;
- Wessell Webling’s indenture;
- Life, Death and Enterprise in Early Virginia;
- [Race war in Virginia](#);
- [Indentured servitude](#);
- [Bacon’s Rebellion “The Declaration”](#)

Week 4, April 27-May 3:

The New England and Mid-Atlantic colonies

Watch:

- “[We Shall Remain](#)” (first 51 minutes)
- online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 159-199, 246-272;
- [Mayflower Compact](#);
- [William Bradford on the Pilgrims arrival at Plymouth](#);
- John Winthrop, “Reasons to be Considered for Justifieinge the Plantation in New England”;
- John Winthrop, “A Model of Christian Charity”;
- John Cotton, “The Divine Right to Occupy the Land”;
- Passenger lists from Virginia and New England;
- Articles of agreement between the first settlers of Agawam (later Springfield), Massachusetts;
- [A letter from Massachusetts Bay](#);
- Documents on Indian-white relations;
- [William Penn advertises for colonists for Pennsylvania](#);
- Read ONE of the following:

- Katherine A. Grandjean, "New World Tempests: Environment, Security, and the Coming of the Pequot War," *William and Mary Quarterly*, 68:1 (January 2011);
 - Adam J. Hirsch, "The Collision of Military Cultures in Seventeenth-Century New England," *Journal of American History*, 74:4 (March 1988);
-

Week 5, May 4-10:

Native Americans, African Americans and Europeans in North America.

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 139-157;
 - Olaudah Equiano, "The Middle Passage";
 - Alexander Falconbridge, "[The African Slave Trade](#)";
 - Wendy Anne Warren, "The Cause of Her Grief: The Rape of a Slave in Early New England," *Journal of American History*, 93:4 (March 2007);
 - [Virginia slave society](#);
 - Extracts from the Diary of William Byrd;
 - [Fear of slave revolts](#);
 - Runaway slave ads
-

Week 6, May 11-17:

Native Americans, African Americans and Europeans in North America, continued.

Watch:

- "We Shall Remain" (51 minutes to the end)
- Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 83-90, 199-203, 276-300;
 - James H. Merrell, "The Indians' New World: The Catawba Experience," *William and Mary Quarterly*, 41: 4 (October 1984);
 - [Resistance and Accommodation in New Mexico](#);
 - [Pueblo Revolt](#);
 - [King Philip's war](#);
 - [Metacom's complaints about English settlers](#);
 - Mary Rowlandson's captivity narrative;
 - Mary Jemison, [Captured by Indians](#)
-

Week 7, May 18-24:

18th century America – everyday life, wars, etc.

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 302-346, 376-395, 421-437;
 - [The Great Awakening](#);
 - [William Moraley tries his luck in America](#);
 - [Gottlieb Mittelberger warns of the perils of emigration](#);
 - [“Work and Labor in this new and wild land are very hard”](#);
 - [Hendrick criticizes the British for inaction](#);
 - [Native American reactions as the British replace the French in the Mississippi Valley](#);
-

Week 8, May 25-31:

The Revolution

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 437-443;
 - James Ambuske et al., [“The American Revolution.”](#) Michael Hattem, ed., in *The American Yawp*, eds. Joseph Locke and Ben Wright (Stanford, CA: Stanford University Press, 2018);
 - [A Shoemaker and the Tea Party](#);
 - [Loyalists write to their governor](#);
 - Lexington documents (SHEG);
 - Thomas Paine, excerpt from [Common Sense](#);
 - [Declaration of Independence](#);
 - Adams Family Letters;
 - Black Declarations of Independence;
 - “The New Recruit”;
 - [Sarah Osborn Recollects Her Experiences in the Revolutionary War](#);
 - [Andrew Sherburne’s experiences on a privateer](#);
 - Loyalist songs: [“The Rebels”](#) and [“The American Times”](#);
 - [“The Disturbances in America Give Great Trouble to all our Nations”](#);
 - [The War of Independence through Seneca Eyes](#);
 - [Chickasaws send a message to Congress](#);
-

Week 9, June 1-7:

Building a new nation I – the Constitution and Bill of Rights

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- David Armitage, "The Declaration of Independence in World Context," *OAH Magazine of History*, 18:3 (April 2004);
- Marco Basile et al., "[A New Nation](#)," Tara Strauch, ed., in *The American Yawp*, eds. Joseph Locke and Ben Wright (Stanford, CA: Stanford University Press, 2018).
- [Articles of Confederation](#);
- [Shays Rebellion](#);
- [Debates at the constitutional convention](#);
- [U.S. Constitution](#);
- [Bill of Rights](#);
- [Federalist Papers, No. 10](#);
- ["All Men are Born Free and Equal: Opposition to the Constitution"](#);

Week 10, June 8-14:

Building a new nation II – political parties, Hamilton v. Jefferson, territorial expansion, etc.

Watch online lectures and/or online documentaries – see Canvas modules for links

Read:

- Taylor, *American Colonies*, 445-477;
- Alexander Hamilton, [Report on Manufactures](#);
- [George Washington's Farewell Address](#);
- [Alien and Sedition Acts](#);
- Virginia and Kentucky Resolutions;
- Exploring the Northwest;
- Spanish Priests report on California Missions;
- Ian Tyrrell, "Born in the Struggles of Empires: the American Republic in War and Revolution, 1789-1815";
- Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750-1920* (New York: Cambridge University Press, 2000), 31-62;
- Charles William Jansen, "The Stranger in America"

Week 11, June 15-17:

Paper 2 due at 8:30am on Wednesday, June 17

NOTE: This course ends at the due date of Paper 2. No assignments will be accepted after that time.



"I'm only getting a D in history, so technically
I'm not doomed to repeat it just yet."

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2020

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 and at

[http://bellevuecollege.edu/policies/2/2050P_Student_Code_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

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.

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 program assistants or coordinators 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.

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**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.*