

HIST146 Syllabus Spring 2019

Instructor: Dr. Polly Good

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Office: B100-B

Office Hours: M-F 11:30-12:30 & by appointment

Classroom: 9:30 section (5213) in D103 and 1:30 section in D259 (5219)

Students can contact me at the above e-mail address or through the e-mail feature in Canvas.

Canvas

Please familiarize yourself immediately with Canvas. Course information and materials will be posted in modules on Canvas, and assignments will be submitted on Canvas. If you miss class, it is your responsibility to check Canvas for announcements made in class that day. If class is unexpectedly cancelled, it is your responsibility to check Canvas for instructions and possible assignments to complete in lieu of class. It is important to remember that you are responsible for checking Canvas for announcements or changes/additions to the class schedule.

Syllabus This syllabus contains valuable information for the class and will be available on Canvas throughout the quarter. The syllabus is subject to amendment or change at the discretion of the instructor. Changes to course assignments and due dates as well as general information will be announced in class and posted on Canvas.

Schedule of Readings and Due Date A detailed schedule of textbook readings and assignment due dates is posted to Canvas in a separate document.

Course Description

In this course, we will explore the social, cultural, economic, and political lives of Americans during the 17th and 18th centuries. Their experiences varied depending on time and place and were often determined by race, gender, and class. Students will explore these experiences by reading and interpreting a variety of primary source documents (e.g., personal letters, public speeches, songs, and newspapers advertisements) and documentary films. A textbook will provide the historical context in which to place the primary sources and films. The goal of the course is for students to think critically about primary source documents and other information to create a meaningful historical narrative.

Course Outcomes

After completing this class, students should be able to: 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 colonial and early American society; evaluate the significance of slavery, industrialization, and territorial expansion in shaping the United States in the nineteenth century; and identify and assess the causes and consequences of major political, economic, social, and cultural developments in the United States during the nineteenth century.

Required Readings

Online Textbook: <https://openstax.org/details/books/us-history>

Scanned Readings (PDF files) on Canvas:

Three Scholarly Articles

Two Packets of Primary Source Documents for Point of View Assignments

Class Attendance/Lecture Slides

Attending class to learn and understand information presented in lecture is critical for success in this class. I use PowerPoint slides to help organize your note-taking during lecture. These slides should be viewed as an outline of daily lectures and are not a substitute for attending class and taking notes. If you miss class, you should consult a classmate's notes then see me with any questions. Please note, there will be information presented in class that is not covered in the readings. The weekly PowerPoint slides will be posted to Canvas at the end of each week.

Submitting Assignments

Assignments are submitted through Canvas. See the Schedule of Readings and Due Dates on Canvas for due dates and times.

Course Work

Exams (100 points; 2 exams @ 50 points each) There will be an in-class midterm and final exam. The midterm and final exams will consist of short-answer questions called Identifications or IDs (there will be an example ID discussed in class sometime during week two) and a longer essay question. More information, including a study guide, will be provided at least a week prior to the exam dates. A makeup exam may be scheduled for extreme/documented circumstances.

Class Participation/In-Class Activities (50 points; 5 points each) Class Participation is based on in-class activities (e.g., reading and discussing documents, completing viewing questions for films, etc...). The material covered in the participation activities will appear on the exams along with information from the readings and lectures. These activities will be unannounced and occur throughout the semester. If a student misses an in-class exercise, they need to obtain a copy of the assignment and turn the completed assignment in to me within a week of the absence. Students must see me in person to obtain a paper copy of the assignment. These assignments will not be posted on Canvas. Your final class participation grade will not be posted to Canvas until the end of the quarter. However, you may check with me at any time throughout the quarter to see if you are missing any in-class work.

Scholarly Article Responses (45 points; 15 points each) Students will read three scholarly articles and write a two paragraph informal response for each article. More specific instructions will be posted on Canvas along with the scholarly articles by the end of week 1.

Points of View Assignments (50 points; 25 points each) Students will read primary source documents about a particular event and write a 750-800 word informal response to an assigned question. More specific instructions will be posted on Canvas along with the primary sources by the end of week 2.

Late Work Late work will be accepted on a case by case basis. Penalties for late work will also be determined on a case by case basis.

Attendance Beginning on the third day of class students will sign a daily attendance sheet. At the end of the quarter, students' attendance record may be used to increase a borderline grade. Throughout the quarter, a student's attendance will be taken into account for accepting late work.

Student Success Day (Tuesday, June 18) There will be no classes held on June 18 so that instructors can be available to students. On June 18, I will be in my office (B100-B) during our regularly scheduled class time and by appointment.

Final Grade Scale

%	letter grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
60 – 66	D
0 – 59	F

Students can expect grades for individual assignments and exams within 7 to 10 days of the due date or exam date. Students will receive comments on their assignments and exam designed to help improve performance on the next similar assignment or exam.

Students with Special Needs

If you have special needs that could affect your performance in this class, please let me know as soon as possible and make appropriate arrangements. Students who have documented disabilities and require accommodations need to contact the Disability Resource Center (DRC) located in B132. Contact the office either by phone (425-564 2498) or in person to fulfill the eligibility requirements for accommodations as soon as possible. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website (www.bellevuecollege.edu/drc) for application information and helpful links.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. More information can be found at <http://www.bellevuecollege.edu/autismspectrumnavigators/>. Autism Spectrum Navigators is located in the Library Media Center in D125.

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

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays: Students who expect to miss classes, examinations or other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. Students must provide their instructor with reasonable notice of the dates of religious holidays when they will be absent, preferably at the beginning of the term. If disagreement arises over any element of this policy, the parties will consult the department chair or Dean.

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](#).

Cheating and Plagiarism*

All work for this course must be your own and include proper citations of consulted work. Plagiarism need not be deliberate; it may be committed unintentionally through carelessness or ignorance. Since accidental plagiarism in a paper is indistinguishable from deliberate dishonesty, students must be alert to avoid the sort of carelessness or ignorance that may leave him or her open to a charge of having plagiarized another's work. Students who are guilty of plagiarism will receive a failing grade for the assignment and, depending on the degree of plagiarism, the course. Incidents of plagiarism will be reported to the Dean of Student Success. The dean may file the report in your permanent record or take further disciplinary action such as suspension or expulsion from the college. If you feel you have been unfairly accused of cheating, you may appeal. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct found online at http://bellevuecollege.edu/policies/2/2050_Student_Code.asp.

*Cheating includes, but is not limited to, copying answers on tests or assignments, glancing at nearby test papers, swapping papers, stealing, plagiarizing, lying, use of electronic information storage or communication devices to store or share answers and illicitly giving or receiving help on exams or assignments.

Course Etiquette

Electronic Etiquette Please turn off all cell phones and other electronic devices (computers, I-Pods, MP3 players, electronic organizers, etc.) prior to the start of class. Students may be asked to leave class for consistently violating electronic etiquette. Students will need to speak to me individually if they require the use of a computer or tape recorder for note taking purposes. I reserve the right to view students' computer screens at any time during class and review notes or recordings.

Classroom Etiquette Students are expected to behave in a professional, courteous and respectful manner toward their classmates and the instructor. Please do not talk to classmates during lectures or films. If you have a question, please raise your hand and ask. For individual class work, students should work quietly during in-class assignments and be mindful that others may still be working after they've completed your work. Students who arrive late or need to leave early should enter and/or exit as quickly, quietly, and unobtrusively as possible. Students may be asked to leave class for consistently violating classroom etiquette.

E-Mail Etiquette E-mail has become a space of casual conversation. However, e-mails to me, as well as other instructors, should be more formal in both tone and styles than e-mails to your family and friends.

Unenrolled Visitors In the past, I have had students not registered for the class sit in on a particular class. Typically, these have been friends of students in the class. If you have a friend that would like to sit in on a class, please notify me at the beginning of class.