

HISTORY 146 - 5 credits
WINTER QUARTER 2013
CLASS TIME: 3:00 to 5:10 pm in A206
INSTRUCTOR: T.A. Perry
OFFICE HOURS: By Appointment before class
PHONE: (425)564-2278

REQUIRED TEXTS:

John M. Barry: Roger Williams and...
Russell Shorto: The Island at the Center of the World
Colin Calloway: The Scratch of a Pen...
David McCullough: 1776
David O. Stewart: The Summer of 1787

COURSE DESCRIPTION:

We shall trace the narrative of colonial development on the North American continent from the arrival of the Spanish in the sixteenth century to the creation of a sovereign United States at the end of the eighteenth. This discussion will necessarily incorporate an examination of the factors that led to the unique regional cultures in the areas initially dominated by a parent European state, along with an analysis of the factors that led to a determined movement toward independence in the British colonies after 1763, the subsequent Revolutionary War and the early 'experiment' in a political confederation. This will also necessitate a consideration of the interaction of Europeans and colonists with the indigenous peoples that had been residing here for several millennia, along with the role played by the utilization of vast number of slaves from Africa. We will finish our consideration with the framing and ratification of the Constitution and the first three presidential administrations of Washington and Adams.

COURSE LEARNING OUTCOMES:

The primary learning outcomes of History 146 are to:

- A. Develop critical/analytical thinking
- B. Develop an historical awareness of colonial cultural development within the larger global context
- C. Develop an appreciation for the unique contributions of the indigenous natural peoples of the nation and how their interaction with Euroamericans led to significant conflicts.
- D. Develop a sense of how the disparate colonies forged an autonomous, sovereign nation.
- E. Develop an appreciation for the human element within the trends of historical development.

These objectives will be accomplished by:

- A. Discerning historical bias
- B. Differentiating between fact and fiction
- C. Recognizing cogency of reasoning
- D. Recognizing fallacious reasoning

- E. Comparing and contrasting data
 - F. Assessing accuracy and thoroughness of data
 - G. Identifying cause and effect in history
 - H. Developing inferential abilities
 - I. Developing critical judgments about historical developments
- Students will then be able to apply these skills in the following areas:
- A. Comprehend the development of historical trends and ideas
 - B. Comprehend the forces and factors unique to our nation as well as the larger contexts in which we have developed.
 - C. Gain knowledge of basic geopolitical entities
 - D. Gain knowledge of the shifts in geopolitical boundaries through time
 - E. Recognize the role that geophysical realities have played in shaping historical developments
 - F. Understand the role that human emotions/behaviors have played in historical trends
 - G. Appreciate the role that cultural outlooks/attitudes have played in the formation of each of the following in a national context:
 - 1. Religion
 - 2. Political Systems
 - 3. Social Stratification
 - 4. Gender Relationships
 - 5. Economic Systems
 - 5. Military considerations/necessities
 - 7. Plastic and Literary Arts
 - 8. Resource Exploitation and Environmental Degradation
 - 9. Science and Technology

COURSE REQUIREMENTS:

There will be two take home exams. PLEASE NOTE THE DUE DATE AND TIME LISTED ON EACH EXAM AND SUBMIT IT ACCORDINGLY.

EXAM 1 Tuesday, February 12, 2013 (30% of your grade)
Questions will be distributed one week in advance.

EXAM 2 Tuesday, March 19, 2013 (30% of your grade)
Questions will be distributed in advance.

On Exam 1, there will be a choice of questions offered for you to answer. There will be **NO** choice on the either portion of Exam 2 (final exam)

LATE EXAMS: I will NOT accept a late mid-term exam. If the mid-term is not delivered on time in the classroom on the required date, it will be recorded as a zero and calculated as such in the overall average score to determine a final grade. As the mid-term and the final are distributed well in advance of the due date, there is neither excuse nor reason to not submit them when they are due!

QUIZZES EACH worth 10%, for a total of 40% of your grade. There will be five (5) quizzes covering each of the assigned readings in turn. You may drop the lowest grade, or, blow off one of the quizzes. However, there will be **NO** makeups available for any of the quizzes. **Each quiz will be open book, however, check your lap top at the door. Web enhanced answers are verboten. AMEN!**

1. Friday, January 17, 2013
2. Friday, January 31, 2013
3. Friday, February 14, 2013
4. Friday, February 28, 2013
5. Friday, March 14, 2013

GRADING POLICY:

I will assign the final letter grades on a straight-forward percentage basis, as follows:

A	(4.0) 98-100	C	(2.0) 79-82
A-	(3.7) 94-97	C-	(1.7) 76-78
B+	(3.3) 91-93	D+	(1.3) 73-75
B	(3.0) 88-90	D	(1.0) 70-72
B-	(2.7) 86-87	F	(0.0) BELOW 70
C+	(2.3) 83-85		

I do not curve grades -- but I do make allowances for extenuating circumstances (we all have bad days) and, I tend to emphasize improvement in assigning a final grade. I do not offer and will not assign an incomplete (I) grade.

If you decide that this course is not your “cup of tea,” please do yourself a favor and **withdraw**, rather than simply evaporate “into the mystic.” Consult the quarterly calendar on page 5 of the class schedule or online to determine the appropriate drop dates.

ODDS AND ENDS: My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. We will seldom delve into formal discussions due to the volume of material to be covered and the limited time we have available. **I DO ENCOURAGE QUESTIONS.** The only “stupid” question is the one which needs to be answered but is not asked.

NO CLASS DAYS: (none for winter quarter 2013)

COURSE OUTLINE

- I. 'Pre-Contact' Peoples
 - A. Woodland
 - B. Mid-Continent Fluvial
 - C. Plains
 - D. Northwest Coast
 - E. Pueblo Cultures
 - F. Meso-American 'High Civilizations'
- II. Formation of an 'Atlantic World'
 - A. Gold, God & Glory
 - B. 'The Green Sea of Darkness'
 - 1. Exploration, Encounter, Exploitation
 - 2. Formation of the Atlantic slave trade
 - C. Spain and Serendipity
 - 1. Mexico
 - 2. Peru
 - D. Faith, Fame and Fortune
 - 1. What Martin Luther hath wrought
 - 2. Elizabeth I and Phillip II
 - a. Sir Francis Drake
 - b. The Spanish Armada
- III. Imperial Spheres
 - A. New Spain
 - B. New France
 - C. New England(s)
 - D. Other relevant 'parties'
- IV. Colonial 'regionalism'
 - A. Virginia – the heart of it all
 - B. Puritan New England
 - C. The other Middle Colonies
 - D. The growth of native resistance
 - E. Tobacco, cotton and slavery
 - 1. The slave trade
 - 2. Slave culture
 - F. Colonial economics
 - G. Cultural variations
- V. The Enlightenment
 - A. 'The English Civil War'
 - 1. The frivolous Stuarts
 - 2. Intimations of Absolutism
 - 3. Puritan theological deconstruction
 - B. Colonial fallout and benign neglect
 - C. Cromwell's trade policies
 - D. Restoration excesses

- E. The Glorious Revolution
 - 1. Locke
 - 2. Newton
- F. The Clash of Science and Religion
 - 1. The Great Awakening
 - 2. Deism
- VI. The Imminent Colonial Crisis
 - A. Westward Expansion
 - 1. The Pennsylvania 'Deutsch'
 - 2. The growth of indigenous coalitions
 - B. Mercantilism Triumphant
 - 1. Eighteenth Century Colonial Wars
 - 2. The French & Indian War
 - 3. Rule Britannia...
 - C. Colonial Reforms
 - 1. Excise taxes and other regulations
 - 2. Organized colonial resistance
 - D. The Revolution
 - 1. Military matters
 - 2. Diplomacy
 - 3. Regional differences
 - 4. It's better to be lucky...
 - 5. The settlement
- VII. The Confederation Era
 - A. Political issues
 - B. The cultural climate
 - C. Economic distress
 - D. The 'Peculiar Institution'
- VIII. The Constitution
 - A. The issues
 - B. The convention
 - C. The ratification
 - D. The organic instrument
- IX. The New Republic
 - A. The man who would NOT be king
 - B. Frontier issues
 - C. The Ohio Country
 - 1. Real estate speculation
 - 2. Blue Jacket, Tecumseh and the Shawnee
 - D. Difficult diplomacy
 - E. Constitutional Issues
 - 1. The Bill of Rights
 - 2. The Whiskey Rebellion
- X. John Adams & The Federalist 'Twilight'
- XI. Jeffersonian Democracy & the Yeoman Farmer

- A. Louisiana Purchase
 - B. Lewis & Clark
 - C. Napoleonic 'Fallout'
- XII. The War of 1812
- A. Issues
 - B. The Conflict
 - C. The Settlement

ATTENDANCE DISCLAIMER:

I have not, do not and never will utilize class attendance as a factor in assessing a grade, for a variety of reasons (whether a student is present or not for class is a personal decision). I would hope that I have something to offer vis-à-vis enhancement and/or comprehension of the course material and that might entice students to show up at least for the entertainment value. However, be aware that decisions like coins have two sides and an edge. The other side of the attendance coin is this: if announcements or pronouncements are made that are relevant to any and all aspects of the class, especially the course calendar; I am not responsible if a student is not present to hear them!

CLAIMING ASSIGNMENTS:

If any assignment is not claimed by the end of the term, each assignment will accrue a ten point penalty subtracted from the assessed score for each quiz or mid-term remaining in my possession on final exam day.