

**HISTORY 148** – 5 credits

Spring Quarter 2009

Class Meets 1730-1940 hours (Tuesday/Thursday) Room C-165

Instructors: T.A. Perry

Office Hours: 1700-1730 hours (Tuesday/Thursday) Room C-165

Phone: 425-564-2278

**REQUIRED TEXTS:**

Jim Rosenberger: 1908

David Pietrusza: 1920 The Year of the Six Presidents

Timothy Egan: The Worst Hard Time

Tom Brokaw: The Greatest Generation

Tim Weiner: Legacy of Ashes. . .

Claude Brown: Man Child in the Promised Land

**COURSE DESCRIPTION:**

From 1890 to now the United States matured into a global hegemonic power at least for awhile. We shall trace all facets of this development in both the foreign and domestic sphere. We will also delve into the myriad socioeconomic and cultural challenges that we have overcome and/or still face. Finally, we will treat with the national and world historical persons who have shaped this process.

**COURSE LEARNING OUTCOMES:**

The primary learning outcomes of History 148 are to:

- A. Develop critical/analytical thinking.
- B. Develop an historical awareness of national cultural development within the larger global context.
- C. Develop an appreciation for the unique contributions of the various and myriad immigrant populations and how their interaction with established American culture led to significant socio-cultural collisions.
- D. Develop an appreciation for the human element within the trends of historical development.

These outcomes 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.
  - a. Religion
  - b. Political Systems
  - c. Social Stratification
  - d. Gender Relationships
  - e. Economic Systems
  - f. Military considerations/necessities
  - g. Plastic and Literary Arts
  - h. Resource Exploitation and Environmental Degradation
  - i. Science and Technology

**COURSE REQUIREMENTS:**

There will be a take home exam at mid-term and a take home final exam. **If the final is not attempted, you will not receive a passing grade!**

**MIDTERM** Due, Thursday, May 21, 2009 (30% of your grade)  
 Questions will be distributed in advance.

**FINAL EXAM** Due, Thursday, June 18, 2009  
 One question will be comprehensive, the others covering the later portion of the course. Questions will be distributed a minimum of one week prior to the exam date.

There will be NO choice on the final exam.

There will be a choice of questions offered for you to answer. On the mid-term.

**LATE EXAMS: I will not accept a late mid-term exam. If the mid-term is not delivered 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 final are distributed well in advance of the due date, there is neither excuse nor reason to not submit it when they are due.**

**QUIZZES:** There will be five (5) quizzes. (NOTE the calendar, below.) they will be on the text reading assignments. They will be in the even-numbered weeks, and will be of a varying format, e.g. objective, essay, etc. Five (5) of them will be based on the historical atlas and historical documents as assigned. They will be given in the odd-numbered weeks. Study guides will be provided to assist your efforts (more info later). The guides will be given one week in advance of each map/document quiz. If you do not get a study guide in a timely fashion..."It's your misfortune and none of my own..."

Each quiz is worth 10% of your grade. I will delete the lowest scores. Thus, you may “blow off” one of the quizzes. **However, there will be NO makeups available for any reason – illness, travel, revelry, etc. AMEN!!!!**

1. Thursday, April 16, 2009
2. Thursday, April 30, 2009
3. Thursday, May 14, 2009
4. Thursday, May 28, 2009
5. Thursday, June 11, 2009

**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    |
| B  | (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.

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”. Please be aware of the college policy for dropping classes as detailed in the academic calendar located on page 5 of the spring 2009 BCC Quarterly Schedule. I do not offer and will not assign an incomplete (I) grade.

**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**

Thursday, April 23, 2009 (Shakespeare’s birthday—just kidding—college issues day)

## **HISTORY 203 – COURSE CONTENT (General Course Outline)**

- I. The “Macro” Background
  - A. Industrial America 1875-1900
  - B. Immigrant America 1880-1900
  - C. Reformist American 1880-1900
    - a. Birth of “Big Government”
    - b. The Labor Movement
- II. Global Outreach
  - A. Spanish American War
  - B. Teddy’s “big stick” approach
- III. Cultural Matters
  - A. “Muckraking”
  - B. Suffragettes
  - C. Pleasy vs. Ferguson & Black America
- IV. Progressive America
  - A. Taft Presidency
  - B. The Election of 1912
- V. Woodrow Wilson (The Scholar President)
  - A. Intervention and Isolation
  - B. “Neutrality”...more or less
  - C. World War I
  - D. “Mother Nature” bats “cleanup” – 1918
  - E. Versailles and After
    - a. League of Nations
    - b. Bolshevism
  - F. Socio-cultural Matters
    - a. Immigration restriction
    - b. Prohibition
    - c. Nativism
- VI. The Jazz Age
  - A. Political Normandy
  - B. Early “Feminism”
  - C. The Harlem Renaissance
  - D. Mass Production & Mass Culture
    - a. “Flivers” and Flyers
    - b. Cinema
    - c. Radio
  - E. Sports & Games...
  - F. The Hollow Prosperity
  - G. The Great Flood – 1927

- VII. "Hoovermania"
  - A. 1929 – "The Great Crash"
  - B. The Great Depression
  - C. International Intrusions
  
- VIII. The FDR & The New Deal
  - A. Economic "Recovery"
  - B. Political Shifts
  - C. Organized labor
  - D. Popular Culture Pervades
  - E. Fascism Ascendent
  
- IX. World War II
  - A. Isolationism & "Neutrality"
  - B. The "Day of Infamy"
  - C. The Arsenal of Democracy
  - D. Theatres of War
  - E. Strange Diplomatic Bedfellows
  - F. The "Haberdasher" & FDR
  - G. "Brighter than 1000 Suns..."
  
- X. Affluence & Demographics (or vice-versa)
  - A. The Cole War & "Red Menace"
  - B. Falling Dominoes
    - a. Korea
    - b. China
  - C. Senator Joe
  
- XI. The Fifties
  - A. Ike & Real Normalcy
  - B. T.V. "Rules"
  - C. Civil Rights
    - a. Brown vs....
    - b. Sister Rosa...
  - D. It's Only Rock & Roll...
  - E. Beep, Beep, Beep...
    - a. NDEA
    - b. Highways & National Defense
  
- XII. The Sixties
  - A. Youth will be served – JFK et seq
    - a. Foreign Affairs
    - b. Civil Rights
    - c. Dallas: Texas: 1963
  - B. LBJ & the Great Society
    - a. Civil Rights: Domestic Powder Keg
    - b. "Nam" & Guns & Butter
  - C. The Nixon Years

- a. Youth run amok
- b. Entering an “Age of Scarcity”
- c. Exiting “Nam”
- d. Hubris of Power: Watergate

XIII. The Seventies

- A. Ford & Carter
- B. Oil Diplomacy and Policy

XIV. The Eighties

- A. The “Gipper” sets the Agenda
  - a. Economic policies
  - b. Social policies
  - c. Foreign policy
- B. The Avalanche of Technology
- C. The Fall of the Evil Empire

X. The Nineties

- A. The Anarchy of Technology
  - a. One World or Too Many Worlds
  - b. Nightmarish Nationalism Redux
- B. Big Bubble(s) & the “Icarus Factor”
- C. Fin de siecle – encore performance

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. 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 here to hear them!

CLAIMING ASSIGNMENTS:

If any prior assignment is not claimed after the final exam is submitted, it will be assessed a ten (10) point per item penalty subtracted from the overall calculated average.