

HISTORY 146 - 5 credits  
AUTUMN QUARTER 2008  
CLASS TIME: 6:30am to 7:30am Daily, Room C165  
INSTRUCTOR: T.A. Perry  
OFFICE HOURS: By Appointment before class  
PHONE: (425)564-2278

**REQUIRED TEXTS:**

Nathaniel Philbrick: The Mayflower. . . .  
Allen Kulikoff: From British Peasants to Colonial American Farmers  
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. 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 OBJECTIVES:**

The primary learning objectives 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 a knowledge of basic geopolitical entities
  - D. Gain a 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 LISTED ON EACH EXAM AND SUBMIT IT ACCORDINGLY.

**EXAM 1**      Friday, October 31, 2008 (30% of your grade)  
                    Questions will be distributed one week in advance.

**EXAM 2**      Wednesday, December 10, 2008 (30% of your grade)  
                    Please submit it to Room A-140 before 13:00 hours.

In Exam 1, and part of Exam 2, there will be a choice of questions offered for you to answer. There will be **NO** choice on the comprehensive 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. AMEN!

1. Friday, October 10, 2008
2. Friday, October 24, 2008
3. Friday, November 07, 2008
4. Friday, November 21, 2008
5. Friday, December 5, 2008

**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:**

Wednesday, October 29, 2008 (College Issues Day)

Tuesday, November 11, 2008 (Professional Development Day)

Thursday/Friday, November 27 & 28, 2008 (Thanksgiving Holiday)

**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 a edge. The other side of the attendance coin is this: is 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 within one week from its assessment and returned to the class, each assignment will accrue a ten point penalty subtracted from the assessed quiz grade total for each quiz or mid-term remaining in my possession on final exam day.