

HISTORY 147 - 5 credits  
WINTER QUARTER 2019  
INSTRUCTOR: T.A. Perry  
425-564-2278/ tperry@bellevuecollege.edu  
Meets: Daily from 06:30am-07:20am, Room D274C  
OFFICE HOURS: by appointment before class in Room B-100-C

**REQUIRED TEXTS:**

J. Kukla: A Wilderness so Immense  
S. Inskeep: Jacksonland...  
L. L. Richards: The California Gold Rush and . . .  
J. McPhearson: Battle Cry of Freedom  
M. Bellesiles: 1877; America's Year

**COURSE DESCRIPTION:**

We shall trace the narrative of American development from a fledgling nation to one poised on the verge of global significance, to wit, from the Jefferson presidency through the disputed administration of Rutherford B. Hayes to America's involvement in the Spanish American War. We will, among many themes, consider the advancement of the frontier to the Pacific and the creation of a North American empire, the maintenance of the "peculiar institution" of slavery and the Civil War that resulted from it, and the creation of a distinct "American" culture founded, initially at least, on cash rather than class.

**COURSE LEARNING 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 U.S. society over the course of the nineteenth century.
- Evaluate the significance of slavery, industrialization, and territorial expansion in shaping the United States in the nineteenth century.
- Identify and assess the causes and consequences of major political, economic, social, and cultural developments in the United States during the nineteenth century.

These outcomes will be accomplished by:

- Discerning historical bias
- Differentiating between fact and fiction
- Recognizing cogency of reasoning
- Recognizing fallacious reasoning
- Comparing and contrasting data
- Assessing accuracy and thoroughness of data
- Identifying cause and effect in history
- Developing inferential abilities
- Developing critical judgments about historical developments

Students will then be able to apply these skills in the following areas:

- Comprehend the development of historical trends and ideas
- Comprehend the forces and factors unique to our nation as well as the larger contexts in which we have developed.
- Gain knowledge of basic geopolitical entities
- Gain knowledge of the shifts in geopolitical boundaries through time
- Recognize the role that geophysical realities have played in shaping historical developments
- Understand the role that human emotions/behaviors have played in historical trends

- Appreciate the role that cultural outlooks/attitudes have played in the formation of each of the following in a national context:
  - Religion
  - Political Systems
  - Social Stratification
  - Gender Relationships
  - Economic Systems
  - Military considerations/necessities
  - Plastic and Literary Arts
  - Resource Exploitation and Environmental Degradation
  - Science and Technology

### **COURSE REQUIREMENTS:**

There will be a take home mid-term exam and a take home final exam. To receive credit for this class, a cumulative passing average must be attained on these tests. **If the final exam is not attempted, you will not receive a passing grade.**

**EXAM 1**                      Due: Tuesday, February 19, 2019  
    This will be a take home exam.

**NOTE:** Exam I (mid-term) is an exercise in the narrative synthesis of historical material.

**EXAM 2**                      Due: Friday, March 22, 2019  
    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. This will be a take home exam.

**NOTE:** Exam II (final) is an exercise in narrative, analytical, and historiographical synthesis of material presented during the duration of the entire term.

On Exam 1, there will be a choice of questions offered for you to answer. There will be **NO** choice on final exam.

**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.**

**NOTE:** The two exams are “Take home”. You will receive each in ample time to prepare them at minimum adequately, if not excellently.  
 Once each is submitted, each is **“As good as a trillion” – To wit: There are no “Do Overs”.**

**QUIZZES:** There will be five (5) quizzes. Each quiz will cover one of the assigned books. Each quiz will be worth 10% of your grade. I will delete the lowest quiz score from consideration. Thus, it is possible to ‘blow off’ one of the quizzes without suffering. **However, there will be NO, NADA, NON make-ups available for any reason—illness, travel, revelry, etc. AMEN!!!**

Each quiz is open book, in class, therefore, you may bring your book, only the book and nothing but the book to each quiz. **Web enhanced, or print out enhanced responses are VERBOTEN.**

Thus, for each quiz there will be none of the above in the classroom. I will supply the paper for each quiz. You are allowed only a writing implement and the assigned book.

1. Friday, January 18, 2019
2. Friday, February 01, 2019
3. Friday, February 15, 2019
4. Friday, March 01, 2019
5. Friday, March 15, 2019 (Beware the Ides of March)

NO CLASS DAY:           Monday, January 21, 2019—Martin Luther King Jr. Holiday  
                                  Thursday, February 07, 2019 College Onanism Day  
                                  Monday, February 18, 2019 Presidents Day Holiday  
                                  Tuesday, March 19, 2019 End of Classes

#### **GRADING POLICY:**

I will assign the final letter grades on a straightforward percentage basis, as follows:

A	(4.0) 95-100	C	(2.0) 73-76
A-	(3.7) 91-94	C-	(1.7) 70-72
B+	(3.3) 88-90	D+	(1.3) 66-69
B	(3.0) 83-87	D	(1.0) 60-65
B-	(2.7) 80-82	F	(0.0) BELOW 60
C+	(2.3) 77-79		

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 the college webpage.

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.

#### **HISTORY 147 - COURSE CONTENT** **(GENERAL COURSE OUTLINE)**

- I. The “Macro” Background
  - A. European Expansion
  - B. Colonies and Conflicts
  - C. “If this be treason...”
  - D. A New Nation
    1. Articles of Confederation

- 2. The Constitution
- II. The Washington Administrations
  - A. Frontier Issues
  - B. International Issues
  - C. Constitutional Issues
    - 1. Bill of Rights
    - 2. The Whiskey Rebellion
- III. Jefferson's Vision: The Yeoman Farmer
  - A. Louisiana Purchase
  - B. Lewis and Clark
  - C. Napoleonic Fallout
- IV. The War of 1812
  - A. The Issues
  - B. The Conflict
  - C. The Result
  - D. The Era of Good Feelings
    - 1. The Market Revolution
    - 2. The Transportation Revolution
    - 3. The Missouri Compromise
  - E. The Panic of 1819
- V. Jacksonian Democracy
  - A. Prelude to Partisanship
  - B. The Man
    - 1. Native peoples as pariahs
    - 2. Contentiousness as policy...
      - a. Nullification
      - b. National Bank
  - C. Social Issues
    - 1. Second Great Awakening
    - 2. Dawn of Abolitionism
  - D. The Panic of 1837
- VI. Nationalism/Expansion and Manifest Destiny
  - A. Free Land/Free Men
    - 1. Mexican Borderlands
    - 2. The Texas Revolution
  - B. The Mexican War
  - C. The Oregon Question
    - 1. Joint Occupancy
    - 2. Merchants and Missionaries
    - 3. The Oregon Trail
    - 4. The 49ers
- VII. The Looming Crisis
  - A. Wilmot Proviso/Compromise of 1850
  - B. The Challenge of the Abolitionists
  - C. Ineffective and Ineffectual Presidents
  - D. Nativism
  - E. The Suffragettes
  - F. The Dred Scott Decision
  - G. Contested Plains
- VIII. The Civil War
  - A. Sectionalism Run Amok
  - B. The Issues and Abraham Lincoln
  - C. Leadership or the Lack Thereof

- D. The Military Aspects
- E. The Conclusion
- IX. Reconstruction
  - A. Andrew Johnson: The Bitter Fruits of Extremism
    - 1. Military Government in the South
    - 2. Southern Resistance: Nativism run Amok
  - B. The Transcontinental Railroad and Empire
  - C. The Grant Presidency
    - 1. Cronyism and Scandal
    - 2. More Railroads, More Fraud
    - 3. The Election of 1876
  - D. Contested Plains II
    - 1. The Homestead Act
    - 2. Getting Rich Quick
  - E. The Last Stand(s)
    - 1. The Dreamer Cult
    - 2. The Little Big Horn
    - 3. Chief Joseph
- X. The Gilded Age
  - A. Garfield and Arthur to Cleveland
  - B. Reform Movements
    - 1. Grangers
    - 2. Populists
  - C. Cleveland Redux
  - D. Panic of 1893
- XI. Meanwhile, Back In Town...
  - A. Bossism
  - B. Technology and Industry
  - C. The Myth of the Melting Pot – The Exclusions
  - D. Plessy vs. Ferguson
- XII. The Not So “Gay 90’s”
  - A. Labor: Organized and Otherwise
  - B. Political Reform: “We’re mad as hell...”
  - C. The McKinley Presidency
    - 1. Manifest Destiny Reborn
      - a. Pacific Spheres of Influence
      - b. United Fruit Co.
    - 2. The “Splendid Little War”
  - D. Fin de siecle...

### **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 here to hear them!

### **CLAIMING ASSIGNMENTS:**

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

CANVAS;

This is a traditional on campus class taught by your instructor in a traditional fashion without the help of hindrance of any digital bells and whistles. Ergo, nothing will be posted on Canvas, the institution's course management system save, for this syllabus and a link to the course evaluations. The evaluations will be activated by another person in another office at the appropriate time, please check your BC email account for evaluation notification information